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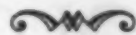
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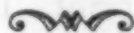


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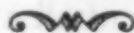
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VOLUME 25

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GENERAL

635. American Association for the Advancement of Science. Centennial. Collected papers presented at the Centennial Celebration, Washington, D. C., September 13-17, 1948. Washington: American Association for the Advancement of Science, 1950. vi, 313 p. (Issued by Yale University Press, New Haven, Conn. \$5.)—This is a collection of 42 papers read at the Centennial meeting of the AAAS on a variety of subjects. Papers by the following authors are abstracted in this issue: A. Gesell (949), T. Parsons (1235), R. W. Tyler (1238), R. J. Williams (656), L. L. Thurstone (918), L. H. Snyder (929), L. A. White (1012), K. E. Appel (1154), and H. Hoagland (750).—C. M. Louttit.

636. Appicciafuoco, Romolo. *Sommario di psicologia*. (Quarta ed.) (Handbook of Psychology. (4th ed.)) Rome: Orsa Maggiore, 1950. 259 p. L. 480.—This handbook of psychology in its 4th edition presents very few changes as compared with the previous edition (see 24: 846). It is divided into two parts: the first part covers such subjects as attention, perception, imagination, association . . . expressive reactions (new chapter); the second part treats of personality, heredity, infancy, . . . physically and mentally handicapped, and the education of the mentally deficient (new chapter). Selected bibliography available in Italian.—A. Manoil.

637. Barrett, Eric, & Post, Geoffrey. (2881 Coldwater Canyon Dr., Beverly Hills, Calif.) *Introduction to some principles of applied cybernetics*. *J. Psychol.*, 1950, 30, 3-10.—An amazing similarity exists between purposeful, teleological machines and the human being. The basic difference exists only with regard to the determination of the goals. Machines are built and their goals set by men. In the human brain the goals are determined by motivations, and the achievement of goals is induced by an affective tone or feeling tones, which are the driving forces for behavior.—R. W. Husband.

638. Engle, T. L. (Indiana U., Bloomington.) *Psychology, its principles and applications*. Yonkers-on-Hudson, N. Y.: World Book Co., 1950. xi, 628 p. \$3.08.—The revised introductory text, (see 19: 1610), is offered to senior high school and college students who do not plan specialization in psychology. Six major sections, stressing practical implications for the reader, are: (1) scientific method, (2) personality and intelligence, (3) origins of behavior, (4) learning, (5) mental hygiene, and (6) society, vocation, and marriage and the family. The appendix contains elementary statistical instruction and a 250-word glossary.—R. Tyson.

639. Ferenczi, Sándor. Notes and fragments (1930-32). *Int. J. Psycho-Anal.*, 1949, 30, 231-242.—Jottings of ideas as they occurred, to be worked up later into more permanent form, are presented on a wide variety of topics. These were found among Ferenczi's effects after his death.—N. H. Pronko.

640. Kornilow, K. N. *Einfuehrung in die Psychologie*. (Introduction to psychology.) Berlin-Leipzig: Volk und Wissen Verlag, 1950. 143 p.—This is the German translation for use in teacher-training of a soviet high-school text. The emphasis is on quite conventional topics of general psychology: sensation, perception, attention, memory, imagination, thinking, language, emotions, will, and habits. The social aspect is pointed out only by interspersed statements.—H. L. Ansbacher.

641. Thouless, Robert H. (U. Cambridge, Eng.) *Additional note on a test of survival*. *Proc. Soc. psych. Res., Lond.*, 1949, 48, 342-343.—A cipher is presented which, together with one published earlier, is "practically unbreakable by rational means." If repeated efforts to obtain the solution (by ESP) while the writer is living are of no avail, but the solution is given through a "sensitive" after his death, the test is offered as being relevant for the problem of personality survival after death.—J. G. Pratt.

THEORY & SYSTEMS

642. Balint, Michael. *Early developmental states of the ego. Primary object love*. *Int. J. Psycho-Anal.*, 1949, 30, 265-273.—The question is asked: how much of the easily observable, monotonously recurring features of the analytic situation can be traced back to early infantile experiences or how much of the infantile mentality may be inferred from these easily verifiable observations? Conclusions are supported from material gathered from several different fields.—N. H. Pronko.

643. Beth, Evert W. (U. Amsterdam, Holland.) *Critical epochs in the development of the theory of science*. *Brit. J. Phil. Sci.*, 1950, 1, 27-42.—In order to provide historical background for the understanding of recent discussions of the foundations of mathematics and physical science the author traces the theories of science of Aristotle, Nieuwentyt, and Kant.—P. E. Lichtenstein.

644. Blum, Gerald S. (U. Michigan, Ann Arbor.) *A reply to Seward's "Psychoanalysis, deductive method, and the Blacky test."* *J. abnorm. soc. Psychol.*, 1950, 45, 536-537.—In the opinion of the writer, Seward's results (see 25: 653), tend to confirm the original research. He objects to Seward's

statement that psychoanalysis is built upon too shaky a structure for scientific investigation, and states that the present evidence does indicate that the theory holds promise for scientific exploration.—*H. P. David.*

645. **Cantril, Hadley.** (*Princeton U., N. J.*) *An inquiry concerning the characteristics of man.* *J. abnorm. soc. Psychol.*, 1950, 45, 490-503.—The capacity to sense the value in the quality of his experience represents one of man's outstanding characteristics. How to understand and develop this capacity, seeking an explanation for the varied processes involved, constitutes a major challenge to the science of psychology. 16 references.—*H. P. David.*

646. **Carington, Whately.** *Matter, mind, and meaning.* New Haven, Conn.: Yale University Press, 1949. xx, 257 p. \$3.75.—The author elaborates a philosophical position which is closely related to logical positivism. As a basis for his thinking, he depends largely upon his own experimental findings in parapsychology. The work was unfinished at the time of the author's death, and it was edited by the English philosopher, Prof. H. H. Price, of Oxford, who contributes an introduction. Three short papers by Carington on related topics are given as appendices.—*J. G. Pratt.*

647. **Dingle, Herbert.** (*U. London, Eng.*) *A theory of measurement.* *Brit. J. Phil. Sci.*, 1950, 1, 5-26.—The generally accepted view that "measurement is the determination of the magnitude of some inherent property of a body" is untenable in the light of relativity theory and operational logic. The author suggests that a measurement might be defined as "any precisely specified operation that yields a number."—*P. E. Lichtenstein.*

648. **Frank, Philipp.** (*Harvard U., Cambridge, Mass.*) *Metaphysical interpretations of science, Part I.* *Brit. J. Phil. Sci.*, 1950, 1, 60-74.—Metaphysical interpretations are those which seek a reality behind physical phenomena. The distinction which has arisen between science and its metaphysical interpretation is traced historically through the Greek, medieval, and modern periods. There have been two major reactions in recent times to the separation of science from metaphysics. The first accepts the split and is exemplified in the rise of neo-Thomism and such metaphysical systems as those of Bergson, Whitehead, and Sartre. The second builds upon science rather than metaphysics and attempts to reunite science and philosophy.—*P. E. Lichtenstein.*

649. **Horney, Karen.** *Nieuwe wegen in de psycho-analyse.* (New ways in psychoanalysis.) (Transl. Muller, A. J.) Amsterdam: "de Spiegel," 1950. 283 p. Hfl. 9.50.—The writer thinks that psychoanalysis must deliver itself from the legacy from former times to be able to develop its great possibilities. By eliminating disputable elements the author comes to a complete development of the possibilities of psychoanalysis. (See 13: 3649.)—*M. Dresden.*

650. **Montague, Wm. Pepperell.** *Great visions of philosophy.* La Salle, Ill.: Open Court, 1950. xvii, 484 p. \$4.50.—The 3 parts of the book give an account of western philosophy from the Greeks to Bergson. The first part traces three stages in Greek thought down to Plotinus; the 2nd, an account of the theocratic interlude; and the 3rd, an account of the modern period including naturalistic rationalism, humanistic empiricism, humanistic rationalism, and naturalistic empiricism. In a prologue the author describes philosophy as the construction of significant visions rather than as a proof of principles. In an epilogue, he defends the view that mechanistic causation *ab extra* becomes teleological causation *ab intra* in higher processes. Mind or memory represent potential energy accumulated from the kinetic energy of previous stimuli.—*J. Bucklew.*

651. **Pirenne, M. H.** (*U. Aberdeen, Scotland.*) *Descartes and the body-mind problem in physiology.* *Brit. J. Phil. Sci.*, 1950, 1, 43-59.—Cartesian dualism and mechanism are alternative postulates. Many physiologists who begin as mechanists feel it necessary to introduce the Cartesian soul at some later point in spite of the fact that the two postulates are incompatible. A reluctance to deny the existence of one's mind appears to lead almost invariably to some form of the Cartesian doctrine. If we believe, however, that physiology does not give the whole truth about life, we can adopt mechanism as a methodological postulate, not denying mind but simply deciding to deal only with the body.—*P. E. Lichtenstein.*

652. **Schreideberg, Melitta.** "Error" and "proof" in analytic conclusions. *Samikša*, 1949, 3, 254-261.—The assumptions and discoveries of analysis vary in their nature and in the extent to which they are capable of proof. Methods of evaluating some of these are presented, but it is concluded that the correctness of interpretation can never be proved with absolute certainty. It can only be made more or less convincing. It is often difficult to establish the falseness of the interpretation.—*J. W. Bowles, Jr.*

653. **Seward, John P.** (*U. California, Los Angeles.*) *Psychoanalysis, deductive method, and the Blacky test.* *J. abnorm. soc. Psychol.*, 1950, 45, 529-535.—Blum's original research with the Blacky test (see 23: 3650) has been re-analyzed. "No very drastic alterations" were found, but doubt was cast upon the research as a whole "in view of the shaky theoretical structure from which it was derived. . . . Before psychoanalysis . . . can be verified, its postulates and theorems must be dissected out. . . . Only then can one say without fear of contradiction that a given finding confirms or refutes the theory."—*H. P. David.*

654. **Smith, M. Brewster.** (*Vassar Coll., Poughkeepsie, N. Y.*) *The phenomenological approach in personality theory: some critical remarks.* *J. abnorm. soc. Psychol.*, 1950, 45, 516-522.—Believing that phenomenology is descriptive rather than explanatory, the writer takes exception to some of the theoretical constructs proposed by Snygg and

Combs (see 23: 5110). In his opinion, phenomenology has been "confused" with what he considers the subjective frame of reference.—H. P. David.

655. Snygg, Donald (Oswego (N. Y.) State Teachers Coll.), & Combs, Arthur W. The phenomenological approach and the problem of "unconscious" behavior: a reply to Dr. Smith. *J. abnorm. soc. Psychol.*, 1950, 45, 523-528.—It is contended that behavior described from an external point of view as unconscious, is not unconscious from a phenomenological point of view, but rather "may be very highly conscious." Criticisms made by Smith (see 25: 654) are discussed and elaborated.—H. P. David.

656. Williams, Roger J. (U. Texas, Austin.) The human frontier. In *AAAS, Centennial*, (see 25: 635), 51-60.—The author points out the importance of the human sciences for future investigation. He criticizes the social sciences for dealing with man, i.e., the average man, and he emphasizes the importance of dealing with individuals and of consideration of individual differences. He advocates coordinated and cooperative Research in this area by groups of people representing a number of special fields each of which is interested in man from a different point of view.—C. M. Louttit.

METHODS & APPARATUS

657. Baker, Thad J., & Stone, G. Raymond. (U. Oklahoma, Norman.) Design and construction of a research memory drum. *Proc. Okla. Acad. Sci.*, 1948, 28, 108-112.—The drum is relatively inexpensive. Data concerning the principal operating variables include: (1) area of exposure, 0.75" x 6.5", (2) rate of exposure, 1"-12", (3) total exposure items per list, 1-100.—M. O. Wilson.

658. Brown, Harley P. (U. Oklahoma, Norman.) A model to illustrate ocular accommodation. *Turtox News*, 1950, 28, 146-148.—A simple model to illustrate change in eye lens shape for accommodation is discussed.—C. M. Louttit.

659. Chapin, F. S. (U. Minnesota, Minneapolis.) Experimental designs in sociological research. *Sociol. Soc. Res.*, 1950, 34, 159-168.—A discussion by the author of criticisms of his book, *Experimental Designs in Sociological Research*. Criticisms were classified and discussed under the following headings: (1) use of the adjectival term experimental in the context of sociological studies in the free community situation, (2) the nature of the universe from which the samples of control-group studies were made, (3) the absence of randomization in the selection of samples as a device for the control of unknown factors and as a basis for generalization to some defined universe, (4) use of the concept "null hypothesis", (5) validity of applying the logic of probability tests to nonrandom samples, (6) use of the concept "causation".—J. E. Horrocks.

660. Lehmann, H. (Verdun Protestant Hosp., Montreal, Quebec.) Preliminary report on a device for the objective measurement of the negative

afterimage phenomenon. *Science*, 1950, 112, 199-201.—Description of design, construction and use of "an instrument which makes it possible to obtain reliable measurements of some aspects of the negative afterimage, under conditions that make it unnecessary to train the subject for his observations. Since only the afterimage and not the original stimulus is perceived with this method, there is no shift of gaze or attention, (and) an end point can be determined on a measuring scale."—B. R. Fisher.

661. Wilson, R. Random selectors for E.S.P. experiments. *Proc. Soc. psych. Res., Lond.*, 1947, 48, 213-229.—The writer discusses the theoretical requirements of a machine if it is to provide a random selection of targets as a basis of testing extrasensory perception. A brief historical review is given of the past efforts to construct such a machine. The writer's own test machine with a selector based upon an electronic principle is described and the results of preliminary tests of its operation are given.—J. G. Pratt.

(See also abstract 789)

NEW TESTS

662. Brandt, Hyman, & Burke, Laverne K. (Personnel Research Section, AGO, Army, Washington, D. C.) Standardization of the Armed Forces Qualification Test AFQT-1 and 2. *Amer. Psychologist*, 1950, 5, 285.—Abstract.

663. Buckingham, Guy E. (Allegheny Coll., Meadville, Pa.) Making a personal adaptability test. *Amer. Psychologist*, 1950, 5, 330-331.—Abstract.

664. Cox, Kenneth J. A description of the Cox S-R Test: a projective technique for evaluating supervisory personnel in industry. *Amer. Psychologist*, 1950, 5, 330.—Abstract.

665. Forer, Bertram R. (VA Mental Hygiene Clinic, Los Angeles, Calif.) A structured sentence completion test. *J. prof. Tech.*, 1950, 14, 15-29.—A 100-item sentence completion test with forms for men and women is introduced. It has been designed so as to force clients to express attitudes in specific areas. The use of highly-structured items allows for wide coverage of the attitude-value system and uncovers defense mechanisms, individual differences, and evasiveness. A check sheet allows for an objective organization of the raw data and a technique for comparing individuals. Systematic interpretation and a more critical diagnostic process are encouraged by such a technique. No norms are at present available. 29-item bibliography.—B. J. Flabb.

666. French, John W. (Educational Testing Service, Princeton, N. J.) Item selection and keying for a practical judgment test. *Amer. Psychologist*, 1950, 5, 284.—Abstract.

667. Josey, Charles C. (Butler U., Indianapolis, Ind.) A scale of religious development. *Amer. Psychologist*, 1950, 5, 281.—Abstract.

668. Levine, Abraham S. (Lackland AFB, San Antonio, Tex.) **Minnesota Psycho-Analogies Test.** *Amer. Psychologist*, 1950, 5, 284.—Abstract.

669. Moore, Joseph E. (Georgia Inst. Tech., Atlanta.) **The standardization of the Moore eye-hand coordination and color matching test.** *Educ. psychol. Measmt*, 1950, 10, 119-127.—An investigation of the validity and reliability of the Moore Eye-hand Coordination and Color Matching Test. Norms for adults and children are cited.—J. E. Horrocks.

(See also abstract 1056, 1090)

STATISTICS

670. Anastasi, Anne. (Fordham U., New York.) **The concept of validity in the interpretation of test scores.** *Educ. psychol. Measmt*, 1950, 10, 67-78.—A discussion of the meaning of validity and common misconceptions about its interpretation. The writer indicates that a more adequate handling of test validity will occur when test scores are "operationally defined in terms of empirically demonstrated behavior relationships." The distinction between a test and its criterion is seen only as a matter of convenience. It is pointed out that both test scores and criteria are essentially behavior samples and that a criterion may be equally affected by any variable that affects the test score.—J. E. Horrocks.

671. Bartlett, M. S. (U. Manchester, Eng.) **Tests of significance in factor analysis.** *Brit. J. Psychol. Statist. Sect.*, 1950, 3, 77-85.—A test of significance for analysis into principal components is described and illustrated. Lawley's maximum likelihood method is discussed. Equivalent analyses of correlation structure, direct derivation of the χ^2 approximation, closeness of the χ^2 approximation, and the effect of eliminating the larger roots are examined on a theoretical basis.—G. C. Carter.

672. Bingham, Walter V. **Expectancy tables and abacs: their uses and limitations.** *Amer. Psychologist*, 1950, 5, 371.—Abstract.

673. Birnbaum, Z. W., Paulson, E., & Andrews, F. C. (U. Washington, Seattle.) **On the effect of selection performed on some coordinates of a multi-dimensional population.** *Psychometrika*, 1950, 15, 191-204.—In sampling, circumstances sometimes make it more likely that individuals from one part of a population than from another will be drawn. The present method makes it possible, under certain assumptions, to correct this bias. As a result, the M 's, σ 's and r 's of the original population may be reconstructed.—M. O. Wilson.

674. Bridges, Claude F. (World Book Co., Yonkers, N. Y.) **A method of estimating the distribution of test scores from coefficients of item difficulty.** *Amer. Psychologist*, 1950, 5, 289.—Abstract.

675. Burt, Cyril. **The influence of differential weighting.** *Brit. J. Psychol. Statist. Sect.*, 1950, 3, 105-125.—An attempt is made to investigate the

conditions affecting the results obtained with different methods of weighting. Equations are derived to express the correlations obtained both by random weighting and by equalized weighting. The formulae indicate that the validity coefficients so obtained increase with the number of weighted traits and with the size of the inter-correlations between them. The choice of the best possible set of differential weights is of special importance when the traits are few in number and differ widely in their diagnostic value.—G. C. Carter.

676. Burt, Cyril. **A reply to Sir Godfrey Thomson's note.** *Brit. J. Psychol. Statist. Sect.*, 1950, 3, 127-128.—Failure to insert a more emphatic caution was due to the author having dealt with this particular criticism in a previous publication. However, several weaknesses in Thomson's contentions are discussed. (See 25: 708.)—G. C. Carter.

677. Carroll, John B. (Harvard U., Cambridge, Mass.) **Problems in the factor analysis of tests of varying difficulty.** *Amer. Psychologist*, 1950, 5, 369.—Abstract.

678. Clark, Stephen C., & Freund, John E. (Alfred U., N. Y.) **Simplified computation of the tetrachoric correlation coefficient and its standard error.** *Amer. Psychologist*, 1950, 5, 286-287.—Abstract.

679. Coombs, C. H. (U. Michigan, Ann Arbor.) **The concepts of reliability and homogeneity.** *Educ. psychol. Measmt*, 1950, 10, 43-56.—A discussion of the sources of confusion in present approaches to the computation and interpretation of indices of reliability. A rational basis for the definition of a test item's difficulty for a given individual is developed and mathematical expressions for concepts of reliability and homogeneity presented. It is pointed out that the single stimulus method of collecting data gives the test maker too little information for an adequate analysis leading to the measurement of homogeneity and reliability. Implications for test theory are advanced.—J. E. Horrocks.

680. Cottle, William C. (U. Kansas, Lawrence.) **A note on Thurstone's method of computing the inverse of a matrix.** *Educ. psychol. Measmt*, 1950, 10, 134-136.—A method of computing the inverse of a matrix intended as a simplification and clarification of Thurstone's method. The technique is applicable to a matrix of any size.—J. E. Horrocks.

681. Cronbach, Lee J. (U. Illinois, Urbana.) **Further evidence on response sets and test design.** *Educ. psychol. Measmt*, 1950, 10, 3-31.—A general summary and interpretation of previous findings on response sets on the part of people who take tests, together with several further findings by the writer on the same problem. Generalizations are advanced with a view to improving test design. A discussion of three elements affecting response set variance is included. It is suggested that response sets may be kept from affecting test scores by proper item design and directions and by correcting for response sets. The author concludes that response sets are common and operate to reduce the validity of tests. The

forced-choice, paired-comparison, or "do-guess" multiple choice tests appear to be least contaminated by response set. 28-item bibliography.—J. E. Horrocks.

682. Cureton, Edward E. (U. Tennessee, Knoxville.) Validity, reliability and baloney. *Educ. psychol. Measmt*, 1950, 10, 94-96.—"When a validity coefficient is computed from the same data used in making an item analysis, this coefficient cannot be interpreted uncritically. And, contrary to many statements in the literature, it cannot be interpreted 'with caution' either. There is one clear interpretation for all such validity coefficients."—J. E. Horrocks.

683. Dailey, John T., & Brokaw, Leland D. (Human Resources Research Center, Lackland AFB, Tex.) The comparative composite validities of "short" versus "long" tests. *Amer. Psychologist*, 1950, 5, 288-289.—Abstract.

684. Davidoff, M. D., & Maslow, A. P. (U. S. Civil Service Commission, Washington, D. C.) Application of Guttman's scale analysis to objective test analysis and construction. *Amer. Psychologist*, 1950, 5, 356.—Abstract.

685. Davis, Frederick B. (Hunter Coll., New York.) Correcting item-analysis data for chance success. *Amer. Psychologist*, 1950, 5, 287.—Abstract.

686. Deming, William Edwards. (Bureau of the Budget, Washington, D. C.) Some theory of sampling. New York: Wiley, 1950. xvii, 602 p. \$9.00.—The author presents "some theory of sampling as met in large scale surveys in government and industry." The 17 chapters are divided into 5 parts devoted to: specification of precision aimed at in a survey; elementary theory of sampling designed to achieve precision at least cost; methods and theory of appraising the adequacy of the sampling and its precision, illustrated in part IV by 2 problems; advanced theory of sampling including binomial and Poisson series; Gamma and Beta functions, normal distribution variance, and tests for hypotheses.—C. M. Louttit.

687. DuBois, Philip H. (Washington U., St. Louis, Mo.) A punched card intercorrelation method. *Amer. Psychologist*, 1950, 5, 370.—Abstract.

688. Flanagan, John C. (American Institute for Research, Pittsburgh, Pa.) Rationales: a procedure for developing valid tests. *Amer. Psychologist*, 1950, 5, 290-291.—Abstract.

689. Gibson, W. A. (U. Chicago, Ill.) A new rotational approach in multiple-factor analysis. *Amer. Psychologist*, 1950, 5, 372-373.—Abstract.

690. Green, Bert F., Jr. (Educational Testing Service, Princeton, N. J.) A general solution for the latent class model of latent structure analysis. *Amer. Psychologist*, 1950, 5, 372.—Abstract.

691. Gulliksen, Harold. (Educational Testing Service, Princeton, N. J.) Item parameters which

are invariant with respect to group ability level. *Amer. Psychologist*, 1950, 5, 288.—Abstract.

692. Gulliksen, Harold, & Wilks, S. S. (Princeton U., N. J.) Regression tests for several samples. *Psychometrika*, 1950, 15, 91-114.—In some studies it is necessary to give a set of tests to two or more groups. The question then arises as to whether results obtained for the various groups are essentially the same. To answer the question three hypotheses need to be tested: (1) that all σ 's of estimate are equal, (2) that all regression lines are equal, and (3) that these lines are identical. Criteria for testing these hypotheses and illustrative problems are presented.—M. O. Wilson.

693. Hamilton, C. Horace. (North Carolina State Coll., Raleigh.) Bias and error in multiple-choice tests. *Psychometrika*, 1950, 15, 151-168.—There is a bias in scoring multiple-choice questions, the error ranging upward in proportion to the number of choices. A formula for estimating real scores from raw scores is derived. A binomial distribution of real scores is not assumed as is true in the Calandra formula. Other formulae also derived include those for variance of real scores in terms of variance of raw scores and for the r between real scores and raw scores. Factors affecting the regression of real scores on raw scores and the r are number of choices, number of questions answered, and the ratio of the average group raw score to the variance of raw scores.—M. O. Wilson.

694. Harper, Bertha P., & Harman, Harry H. (Personnel Research Section, AGO, Army, Washington, D. C.) An empirical investigation of the extent to which biserial and tetrachoric correlations approximate the product moment coefficient. *Amer. Psychologist*, 1950, 5, 370-371.—Abstract.

695. Jenkins, William Leroy. (Lehigh U., Bethlehem, Pa.) By-products of short-cut sigma. *Amer. Psychologist*, 1950, 5, 287.—Abstract.

696. Jenkins, William Leroy. (Lehigh U., Bethlehem, Pa.) A single chart for tetrachoric r . *Educ. psychol. Measmt*, 1950, 10, 142-144.—Presentation of a short-cut method for determining tetrachoric r designed as a substitute for the out of print Thurstone diagrams.—J. E. Horrocks.

697. Johnson, Helmer G. (U. Minnesota, Minneapolis.) Test reliability and correction for attenuation. *Psychometrika*, 1950, 15, 115-119.—The results show that specificity or lack of equivalence in comparable forms of tests lowers the value of reliability r 's but not the value of observed trait r 's. Specificity does not lower the r 's between two tests. Since the split-half and equivalent form r 's treat specificity as error, however, these r 's should not be used in Spearman's formula to correct for attenuation. Such r 's will usually be much too high.—M. O. Wilson.

698. Lawley, D. N. (U. Edinburgh, Scotland.) A method of standardizing group-tests. *Brit. J. Psychol. Statist. Sect.*, 1950, 3, 86-89.—A method of standardizing group-tests is developed in such a way

as to make the calculations as simple as possible without too much loss of accuracy. Errors of estimation arising from the construction of the conversion table are in most cases negligible, compared with errors of measurement of any mental test. The method is illustrated by applying it to a numerical example.—G. C. Carter.

699. Lord, Frederic M. (*Educational Testing Service, Princeton, N. J.*) Properties of test scores expressed as functions of the item parameters. *Amer. Psychologist*, 1950, 5, 372.—Abstract.

700. Lubin, A. (*Maudsley Hosp., London.*) Linear and non-linear discriminating functions. *Brit. J. Psychol. Statist. Sect.*, 1950, 3, 90-103.—The problems of predicting qualitative attributes from quantitative variables and from qualitative variables are considered. The canonical variates which define the minimum subspace within which a set of group means may lie are derived from the basic equations used in analysis of variance. The maximum likelihood discriminating functions for prediction of qualitative attributes from quantitative variables are described and explained. Non-parametric tests of significance which are applicable to all discriminating functions are suggested.—G. C. Carter.

701. Luce, R. Duncan. Connectivity and generalized cliques in sociometric group structure. *Psychometrika*, 1950, 15, 169-190.—This is an extension of a previous study on matrix analysis of group structure (see 24: 889). By use of the concepts of antimetry and n -chain it is shown that the number of elements in a group, the number of antimetries, and the degree of connectivity must supply certain inequalities. By using the idea of connectivity, a generalized or n -clique is introduced. Some of the characteristics of these n -cliques are discussed.—M. O. Wilson.

702. Mollenkopf, William G. (*Educational Testing Service, Princeton, N. J.*) Some aspects of the problem of differential prediction. *Amer. Psychologist*, 1950, 5, 290.—Abstract.

703. Myers, Charles T. (*Educational Testing Service, Princeton, N. J.*) The factorial composition and validity of a speeded test. *Amer. Psychologist*, 1950, 5, 369-370.—Abstract.

704. Reiersøl, Olave. (*Purdue U., Lafayette, Ind.*) On the identifiability of parameters in Thurstone's multiple factor analysis. *Psychometrika*, 1950, 15, 121-149.—The term "identifiability" is substituted for the term "uniqueness" of factor loadings. In economic studies done by the author, a parameter in a theoretical model is identifiable if it can be uniquely determined in terms of the joint probability distribution of the observed variables. Currently the identifiability of parameters in four different factor analysis models is dealt with. Statistical testing of the models is discussed. The last of the four models is similar to Thurstone's factor analysis. 15 references.—M. O. Wilson.

705. Reynolds, William A. (*National Broadcasting Co., New York.*) Nomograph of Peters and

Van Voorhis' approximation formula for correcting interfunction correlation coefficients for heterogeneity. *Educ. psychol. Measmt.*, 1950, 10, 137-141.

—A nomograph to find R_{xy} (coefficient of correlation corrected for heterogeneity in x), and $R_{x'y}$ (coefficient of correlation corrected for heterogeneity in both x and y). The nomograph is entered with σ_B or σ_L and r_B or r_L .—J. E. Horrocks.

706. Ryans, David G. (*U. California, Los Angeles.*) An analysis of criterion data. *Amer. Psychologist*, 1950, 5, 290.—Abstract.

707. Suchman, Edward A. (*Cornell U., Ithaca, N. Y.*) The logic of scale construction. *Educ. psychol. Measmt.*, 1950, 10, 79-93.—A discussion of a logical system for scale construction in which the problem of testing a series of items for unidimensionality is seen as the central problem of scale construction. The idea is advanced that the problems of item selection and item weights in scale construction can be met in terms of a test for unidimensionality. The task of the research worker is seen as that of listing the items characteristic of the universe in which he is interested as a means of defining his area of interest and then in testing the items for unidimensionality. If the universe is not unidimensional then arbitrary decisions as to item selection and weighting will not make possible the constructions of a meaningful scale. With a unidimensional universe the problems of item selection and weighting are held to be non-existent.—J. E. Horrocks.

708. Thomson, Godfrey. (*U. Edinburgh.*) Note on Sir Cyril Burt's paper on differential weighting. *Brit. J. Psychol., Statist. Sect.*, 1950, 3, 126.—It is contended that we are only justified in using minimum communalities if we know that the correlations are only due to a certain small number of common causes or we think it worth while to make the assumption of a similar number of hypothetical common causes for convenience of thinking. In psychological experiments we can seldom, if ever, know that there is actually only a small number of common causes operating. It may be worth while to speak and act as if this were the case, but it should be remembered that these purely hypothetical entities do not have a proved existence. (See 25: 675).—G. C. Carter.

709. Wesman, Alexander G. (*Psychological Corp., New York.*) Some effects of shortened time limits on a battery of power tests. *Amer. Psychologist*, 1950, 5, 288.—Abstract.

710. Zeisel, Hans. *Say it with figures.* (3rd ed.) New York: Harper, 1950. xx, 250 p. \$3.00.—This 3rd edition, (see 21: 3805), has some minor changes from earlier ones. In the three parts certain problems of statistical presentations, especially as they are concerned with surveys, are discussed. Part I deals with the classification of questionnaire responses and the formulation of questions to facilitate tabulation. Part II discusses numerical presentation in the form of percentages, multi-dimensional tables, and indices. Part III deals with casual analysis by

means of cross-tabulation and correlation. The last chapter discusses the panel method of surveys.—*C. M. Louttit.*

(See also abstracts 836, 1022, 1296)

ORGANIZATIONS

711. Hertz, Marguerite R. (*Western Reserve U., Cleveland, O.*) The first International Rorschach Conference. *J. proj. Tech.*, 1950, 14, 39-51.—In August, 1949, Rorschach workers from many parts of the world met for the first International Rorschach Conference and to formulate plans for the organization of an International Rorschach Society. This article reports the proceedings of the conference and includes summaries of the various papers presented, as well as the writer's general impressions of the Conference.—*B. J. Flabb.*

HISTORY & BIOGRAPHY

712. ———. Dr. C. Charles Burlingame, 1885-1950. *Dig. Neurol. Psychiat.*, 1950, 18, 441.—Obituary and portrait.

713. ———. Walter Freeman, M.D., F.A.C.P. *Med. Ann. Dist. Columbia*, 1949, 18, 358-360.—A portrait and life-sketch.

714. ———. George S. Stevenson, M.D. *Bull. World Fed. Ment. Hlth*, 1950, 2(2).—Portrait facing p. 3.

715. Balint, Michael. Sándor Ferenczi, obit 1933. *Int. J. Psycho-Anal.*, 1949, 30, 215-219.—This obituary is based on a paper read to the British Psycho-Analytical Society on the occasion of the fifteenth anniversary of Ferenczi's death.—*N. H. Pronko.*

716. Ferenczi, Sándor. Ten letters to Freud. *Int. J. Psycho-Anal.*, 1949, 30, 243-250.—These letters to Freud, covering a span of years from the earliest years to the crisis between them, were selected out of several hundred. "The aim is to show Ferenczi as a scientist in full imaginative flight, as a critic of himself and as one who could take criticism, and above all, to show his zest."—*N. H. Pronko.*

717. Gumbel, Erich. Dr. Daniel Dreyfuss. *Int. J. Psycho-Anal.*, 1949, 30, 274.—Obituary.

718. Newbold, G. Famous names in hypnotism (1) Franz Anton Mesmer (1733-1815). *Brit. J. med. Hypnotism*, 1949, 1(2), 3-8.—An historical resume of the life and work of Franz Anton Mesmer is presented with an emphasis upon the background of attitudes and interests which led Mesmer into the field of what was to become hypnosis.—*M. V. Kline.*

719. Newbold, G. Famous names in hypnotism (2) John Elliotson (1791-1868). *Brit. J. med. Hypnotism*, 1950, 1(3), 2-7.—The role of John Elliotson in the history of scientific hypnosis is considered by the writer to be second only to Mesmer in importance. This British physician distinguished for his work in medicine and physiology continued to work for the acceptance of mesmerism as a

medical technique in the face of serious professional and scientific criticism. He founded a journal—*The Zoist*—for the express purpose of furthering scientific work with mesmerism.—*M. V. Kline.*

720. Newbold, G. Famous names in hypnotism (3) James Braid (1795-1860). *Brit. J. med. Hypnotism*, 1950, 1(4), 3-7.—In reviewing briefly the life and work of James Braid the author describes the influence which this pioneer worker in hypnosis had upon the development of hypnosis in Europe and America. His efforts in clearing up many misconceptions and his constant desire to study hypnosis within a scientific setting had much to do with the final break between the "mesmerists" and scientific hypnotists.—*M. V. Kline.*

721. Saussure, Raymond de. French psychiatry of the eighteenth century. *Ciba Symposia*, 1950, 11, 1222-1252.—In four integrated essays the author traces French contributions to psychiatry during the 18th century. He discusses the reforms in the care of the insane with especial emphasis on Pinel. The psychiatric principles of Pinel are elaborated and the contributions of several of his disciples are discussed. A final essay considers the psychiatric literature of this period. Illustrated. Portraits of Pinel (cover and p. 35) and J.E.D. Esquirol (p. 1244, 1245).—*C. M. Louttit.*

PROFESSIONAL PROBLEMS OF PSYCHOLOGY

722. Baier, Donald E., Harman, Harry H., & McAdoo, Harold L. (*Personnel Research Section, AGO, Army, Washington, D. C.*) Can personnel researchers test and train themselves in statistics? *Amer. Psychologist*, 1950, 5, 287-288.—Abstract.

723. Freeburne, Cecil M. (*Bowling Green (O.) State U.*) Practice teaching for M.A. candidates in psychology. *Amer. Psychologist*, 1950, 5, 247.—Abstract.

724. Helmick, John S. (*U. California, Los Angeles.*) Validity of test items for measuring learning specific to a course. *Amer. Psychologist*, 1950, 5, 344.—Abstract.

725. Jensen, Barry T. (*Miami U., Oxford, O.*) Evaluating achievement in psychology. *Amer. Psychologist*, 1950, 5, 343.—Abstract.

726. Latimer, Joseph M. (*U. Oklahoma, Norman.*) The program in personnel work at the University of Oklahoma. *Proc. Okla. Acad. Sci.*, 1948, 28, 118-120.—The U. of O. offers training leading to the M.A. degree in 3 areas of personnel work, educational, industrial, and public. The objectives, the need, and the curricula for the programs are discussed.—*M. O. Wilson.*

727. Newman, Slater E., Duncan, Carl P., Bradt, Kenneth H., & Bell, Graham B. (*Northwestern U., Evanston, Ill.*) Predicting student performance in the first course in psychology. *Amer. Psychologist*, 1950, 5, 246.—Abstract.

728. Stewart, Naomi, & Flowerman, Samuel H. An investigation of two different methods for evalua-

tion of interviewer job performance. *Amer. Psychologist*, 1950, 5, 314.—Abstract.

(See also abstract 1147)

PHYSIOLOGICAL PSYCHOLOGY

729. Clark, Leland C., Jr., & Treichler, Paul. **Psychic stimulation of prostatic secretion.** *Psychosom. Med.*, 1950, 12, 261-263.—Experiments were conducted to determine if the rate of prostatic secretion of AP (acid phosphatase) was affected by psychic stimulation. Urine samples were collected before and during the presentation of "pornographic" and nonsexual movies. Some Ss showed increase in AP activity following a period of sexual excitement. Similar results were obtained from the excitement connected with performing in a play.—J. W. Bowles, Jr.

730. Cook, Ellsworth B. (*Tufts Med. Sch., Boston*), & Wherry, Robert J. **The urinary 17-ketosteroid output of naval submarine enlisted candidates during two stressful situations.** *Hum. Biol.*, 1950, 22, 104-124.—As part of a larger investigation into the value of a variety of measures in the selection of submarine personnel, 120 naval enlisted candidates undergoing training were subjected to two stressful situations. These consisted of two psychological tests (the short group form of the Minnesota Multiphasic Personality Inventory and the Officers Classification Test) and routine submarine training procedures. "... there was a greatly enhanced output of 17-ketosteroid substances during both situations, and a tendency to feel more apprehension while anticipating the stress than when actually undergoing it."—S. L. Halperin.

731. Essig, Carl F., Hampson, John L., McCauley, Alice, & Himwich, Harold E. (*Army Chem. Center, Md.*) **An experimental analysis of biochemically induced circling behavior.** *J. Neurophysiol.*, 1950, 13, 269-275.—"The unilateral intracarotid injection of DFP produces a reversible biochemical lesion which induces temporary circling behavior arising in a central or cerebral locus. The biochemical lesion, i.e., the decrease in cholinesterase activity, as well as the corrective effects of atropine and scopolamine indicate a cholinergic mode of origin for the forced circling behavior. The peripheral vestibular system can influence the cerebral circling response in rabbits and cats but not in monkeys."—C. E. Henry.

732. Lippert, Eugen. **Über das Auftreten von Dämmerzuständen bei körperlicher Ermüdung.** (Concerning the occurrence of semi-conscious states in connection with physical fatigue.) *Z. Kinderpsychiat.*, 1949, 16, 65-68.—Descriptions and analyses are given of conditions of semi-consciousness and acute confusion in children and adults, caused by protracted physical fatigue. English and French summaries.—R. Lassner.

733. National Research Council. **Food and Nutrition Board. Survey of food and nutrition research in the United States, 1948-1949.** Wash-

ington, D. C.: U. S. Department of Commerce, 1950. 311 p. \$1.75.—The present edition cites those projects which continued to be active in the subsequent two years and new projects activated between March, 1948 and March, 1950. The number of projects listed increased from 4,000 to 4,500 even though several borderline areas have been omitted. The research personnel numbers 5,600; no breakdown according to professional lines has been provided. The studies of interest to psychologists are listed under the headings of Physiology (glutamic acid and intelligence, influence of vitamin administration in psychiatric disturbances, effect of food and water deprivation on learning, amino acid deficiencies and appetite, relation of estrogens and thyroid to appetite) and, particularly, food acceptance (37 projects). There are indexes of organizations supporting and conducting research, personnel, and research topics (subject index).—J. Brožek.

734. Pierce, J. F., Russell, R. W., & Patton, R. A. (*U. Pittsburgh, Pa.*) **Electroconvulsive thresholds in rats as functions of various types of stimulating currents.** *J. Psychol.*, 1950, 30, 157-170.—These experiments were designed to study the psychophysical relationships between various aspects of the electroconvulsive shock stimulus and the absolute thresholds of convulsive behavior, defined as an episode involving tonic and clonic phases. Five different currents were used: alternating, full-rectified pulsating, half-rectified pulsating, direct, and rectilinear pulsating. 160 rats were used. The major results: thresholds differ significantly from one type of current to another; thresholds are very sensitive or critical, a very small shift of stimulus intensity changed convulsions from zero to 100%; thresholds remain very stable under experimental conditions tried; qualitative differences in seizure pattern occur particularly under conditions of stimulation subliminal to the production of tonic-clonic convulsions.—R. W. Husband.

735. Pinelli, Paolo. (*Clinica malattie nervose e mentali, Pavia, Italy.*) **Appunti di semeiotica e patologia muscolare ad uso dei neuropatologi.** (Notes on semeiotics and muscular pathology for neuropathologists.) *Arch. Psicol. Neurol. Psichiat.*, 1950, 11, 237-289.—The study is divided into three parts: (1) muscular trophism, (2) direct muscular excitability, (3) electric stimulation of the muscle. Each part presents detailed analyses with reference to neuropathological conditions. Muscular trophism is related to the activity of the muscle proper, to the neurovegetative regulation of its vessels and metabolism, or to a specific trophic function of the peripheral motor neuron. In the last two parts various conditions and analyses of mechanical and electrical stimulation are presented. French and English summaries. 192-item bibliography.—A. Manoil.

736. Rife, David C. (*Ohio State U., Columbus.*) **An application of gene frequency analysis to the interpretation of data from twins.** *Hum. Biol.*, 1950, 22, 136-145.—"Methods of gene frequency analysis for two types of interaction of heredity and

environment in twins are given. Where such interactions are involved, the gene frequencies of a population may be obtained by simply determining the ratio of the alternate phenotypes among the twins, regardless of zygosity."—S. L. Halperin.

737. Waldfogel, Samuel; Finesinger, Jacob E., & Verzeano, Marce. (Harvard Med. Sch., Boston, Mass.) The effect of low oxygen on psychologic performance tests in psychoneurotic patients and normal controls. *Psychosom. Med.*, 1950, 12, 244-249.—Psychomotor tests were administered to 31 control subjects and 30 psychoneurotic patients breathing 21% oxygen (sea level) and 10% oxygen (17,600 ft). Ss were exposed to low oxygen tension for about 20 minutes. Average performance dropped in both groups in spite of practice effects. There was no significant difference between the groups, either in test performance or appearance of physical symptoms.—J. W. Bowles, Jr.

738. Wilson, A. J. C. Ayahuasca, peyoti, yagé. *Proc. Soc. psych. Res., Lond.*, 1949, 48, 353-363.—The psychological and physiological effects of these three drugs are discussed. Special consideration is given to the possibility of peculiar effects of a parapsychological nature. 54-item bibliography.—J. G. Pratt.

(See also abstract 817)

NERVOUS SYSTEM

739. Babkin, B. P., & Speakman, T. J. (McGill U., Montreal, Can.) Cortical inhibition of gastric motility. *J. Neurophysiol.*, 1950, 13, 55-63.—The effect of cortical electrical stimulation on gastric motility has been reviewed and studied in dogs. Inhibition of pyloric antral motility occurs from the 'insular-orbital' region and the sub-genua portion of the anterior cingulate gyrus. No augmentation of antral motility was produced in this series by stimulation anywhere on the exposed cortex. A functional relationship between the orbital surface and the anterior cingulate gyrus has been suggested, and the phylogenetic relationship of part of the 'orbital surface' of the dog to the Island of Reil in man has been pointed out.—C. E. Henry.

740. Berry, C. M., Karl, R. C., & Hinsey, J. C. (Cornell U. Med. Coll., New York.) Course of spinothalamic and medial lemniscus pathways in cat and rhesus monkey. *J. Neurophysiol.*, 1950, 13, 149-156.—Stimulation of saphenous and sciatic nerves initiates potentials detectable with micro-electrodes in the medulla, midbrain, thalamus & internal capsule. Most of the afferent pathway from the saphenous nerve passes lateral to the inferior olive. Afferent impulses from both nerves travel through the midbrain in the medial lemniscus and reach the nucleus ventralis posterolateralis. The gracilis & cuneatus projection through the medial lemniscus shows a complete crossing to the contralateral medial lemniscus and thalamus.—C. E. Henry.

741. Bickford, Reginald G. (Mayo Foundation, Rochester, Minn.) Automatic electroencephalo-

graphic control of general anesthesia. *EEG clin. Neurophysiol.*, 1950, 2, 93-96.—Because the electrical energy output of the brain varies with the depth of anesthesia, it is possible to use such output to automatically regulate the rate at which the anesthetic is administered. The EEG is amplified, rectified and condenser-stored to trip a relay which actuates the plunger of a syringe. The feedback characteristics of the system result in close constancy of anesthetic depth over prolonged periods of observation. There are neurophysiologic and therapeutic applications. The circuit diagram is included.—C. E. Henry.

742. Brooks, C. McC., Downman, C. B. B., & Eccles, J. C. (U. Otago, Dunedin, N. Z.) After-potentials and excitability of spinal motoneurons following antidromic activation. *J. Neurophysiol.*, 1950, 13, 9-38.—After-potentials were recorded with ventral root leads following monosynaptic orthodromic, antidromic, and direct stimulation. The short negative after-potential is due partly to catelectrotonus of uninvaded mononeurons and the longer after-positivity (100 msec.) is a true after-potential. Maximum depression of excitability occurs at 10-20 msec. after antidromic activation. Motoneurons not antidromically invaded can fire 0.7 msec. following impulse arrival and block. The absolutely refractory period is less than 1.3 msec.; total refractory period is 4-6 msec. The prolonged facilitation state appears to be destroyed by antidromic invasion. 47-item bibliography.—C. E. Henry.

743. Brooks, C. McC., Downman, C. B. B., & Eccles, J. C. (U. Otago, Dunedin, N. Z.) After-potentials and excitability of spinal motoneurons following orthodromic activation. *J. Neurophysiol.*, 1950, 13, 157-176.—Monosynaptic orthodromic testing stimuli were used to investigate the excitability of motoneurons during the period of after-positivity following orthodromic activation. Marked depression of excitability occurred at 10-30 msec., and unlike the effects of antidromic activation, recovery was prolonged through at least 660 msec. Weaker conditioning stimuli resulted in less depression, and when delivered via synergic nerve there was little depression. The initial phase of depression is due to a subnormal motoneuronal state during the positive after-potential. The depression is located in the presynaptic pathway and is attributable to local responses in the subsynaptic region of the motoneurone. 60-item bibliography.—C. E. Henry.

744. Glees, P., & Cole, J. (U. Oxford, England.) Recovery of skilled motor functions after small repeated lesions of motor cortex in macaque. *J. Neurophysiol.*, 1950, 13, 137-148.—Small lesions in area 4 resulted in degenerated cortical-spinal fibers widely scattered in the internal capsule and detectable in appreciable number as far down as the lumbar cord. Following a temporary contralateral paralysis and impairment of function as tested by puzzle box there was considerable recovery of motor

skill. Electrical stimulation of cortex (on re-exposure) adjacent to the undercut tissue elicited responses different from those during the pre-operative control, to some extent resembling those previously obtained from the operated cortex. Enlarging the lesion again produced motor impairment. These data suggest a non-mosaic but more primitive and less differentiated function of motor cortex following injury; the demonstrated plurisegmental spinal distribution make this a possibility.—C. E. Henry.

745. Goldensohn, Eli S., Busse, Ewald W., Spencer, Joseph N., Draper, Wm. B., & Whitehead, Richard W. (U. Colorado Med. Center, Denver.) Studies on diffusion respiration. VII. The cortical electrical activity of dogs. *EEG clin. Neurophysiol.*, 1950, 2, 33-40.—"The behavior of the cortical electrical activity of dogs held in apnea by an overdose of Pentothal sodium for 45 min. under conditions permitting diffusion respiration has been studied. The EEG exhibited initial slowing followed by periodic suppressions and finally complete and continuous suppression. Continuous suppression appeared at an average of 19 min. of respiratory arrest and lasted until the apnea was artificially terminated or for an average of 26 min. The CO₂ content of the blood progressively increased throughout the apnea and at the 45th min. of respiratory arrest the average venous blood pH had fallen from a control of 7.29 to the low value of 6.69. The EEG of all animals returned to normal within 1 week following the experiment."—C. E. Henry.

746. Gualtierotti, T., Martini, E., & Marzorati, A. (U. Milan, Italy.) Electronarcosis. III. Inhibition of cortical electrical activity following local application of pulsed stimulus. *J. Neurophysiol.*, 1950, 13, 5-8.—Intense stimulation (see 25: 762) of the motor cortex (apparently cat) results in complete homolateral and partial contralateral inhibition of activity of these areas. A period of strychnine-type waves then follows bilaterally, again leading to inhibition. Increased 18/sec. activity precedes return to normal activity. The anterior occipital area is affected much as the contralateral motor area. Anterior frontal areas show increased normal alpha activity following motor cortex stimulation, thus expressing their functional isolation. Frontal stimulation is without effect.—C. E. Henry.

747. Gualtierotti, T., Martini, E. & Marzorati, A. (U. Milan, Italy.) Electronarcosis. V. Faradic stimulation of motor area following diencephalic diathermy. *J. Neurophysiol.*, 1950, 13, 117-126.—Following diencephalic destruction (cat?) the motor cortex is unresponsive to faradic stimulation but is still fired by strychnine. Strychnine waves are then further facilitated by electrical stimulation. It appears that there is a center extending from pons to diencephalon which exerts a regulatory effect on the entire brain. (See 25: 761.)—C. E. Henry.

748. Hampson, J. L., Essig, C. F., McCauley, Alice, & Himwich, H. E. (Med. Div., Army Chem. Center, Md.) Effects of di-isopropyl fluorophosphate

(DFP) on electroencephalogram and cholinesterase activity. *EEG clin. Neurophysiol.*, 1950, 2, 41-48.—"The intracarotid injection of DFP produces electrical changes in the corticogram of the unanesthetized rabbit which, within limits, are proportionate to the amounts of the anticholinesterase administered. The decrease of cholinesterase activity in various parts of the brain is correlated with the degree of the abnormality produced in the electrocorticogram. This relationship fails however when the grand mal-like electrical patterns develop as the cholinesterase activity has previously fallen to a minimum. It is suggested that in the production of the grand mal-like electrical pattern multiple factors may be involved."—C. E. Henry.

749. Henry, C. E. (Inst. of Living, Hartford, Conn.) Effect on the electroencephalogram of transorbital lobotomy. *EEG Clin. Neurophysiol.*, 1950, 2, 187-192.—"Electroencephalograms taken before, during and after bilateral transorbital lobotomy on two cases operated with electroshock as anesthesia failed to show development of slow activity; one case showed a marked but transient increase in alpha activity. Pre- and post-lobotomy records on a third case operated under Pentothal were likewise free of slow activity. No case showed impairment in the amount, frequency and distribution of natural sleep spindle activity."—C. E. Henry.

750. Hoagland, Hudson. (Worcester Foundation for Experimental Biology, Shrewsbury, Mass.) Rhythmic behavior of the nervous system. In *AAAS, Centennial*, (25: 635), 299-307.—The author reviews the evidence for electrical impulses in nerve tissues and electrical phenomena illustrated in the electroencephalogram. He then reviews the work of Wiener and of McCulloch on cybernetics and the negative feedback phenomena in the central nervous system. These neurophysiological phenomena are related to their significance in thinking and behavior.—C. M. Louttit.

751. Hunter, John. (McGill U., Montreal, Can.) Further observations on subcortically induced epileptic attacks in unanaesthetized animals. *EEG clin. Neurophysiol.*, 1950, 2, 193-201.—This study deals with 3 of 7 cats comprising a control group with non-reticular electrode implantations in the region of the anterior thalamic nuclei and the fornix. Unanesthetized stimulation at 6 volts led to prolonged cortical and subcortical abnormal after-discharge accompanied by clinical signs of psychomotor epilepsy. During this period of reduced awareness and fear reaction there was relatively coordinated but inappropriate muscular behavior often associated with lip licking and vocalization; there was no sham rage or directed attack. The involved circuit is probably homologous with that involving the tip of the temporal lobe in man.—C. E. Henry.

752. Hurder, William P. (Louisiana State U., Baton Rouge.) Relations between brain and behavior in rats following exposure to anoxia. *Amer Psychologist*, 1950, 5, 255.—Abstract.

753. Kaada, Birger R. (Yale U., Med. Sch., New Haven, Conn.) Site of action of myanesin (mephensin, tolserol) in the central nervous system. *J. Neurophysiol.*, 1950, 13, 89-104.—Cats and monkeys were used in this study which explored the effects of myanesin on various complex neuron systems. While therapeutic dosages had little effect, increased concentrations resulted in depression of multisynaptic discharges before monosynaptic reflexes were changed. Myanesin was found to be a powerful antagonist to strychnine. Both facilitation and inhibition from the brain stem reticular formation and the cerebellum were reduced by myanesin. Cortically induced movement and cortical after-discharge were reduced without effect on spontaneous potentials. The more complex multisynaptic neuron pathways are more vulnerable to myanesin, thus accounting for its therapeutic effect.—C. E. Henry.

754. Kempinsky, W. H., & Ward, Arthur A., Jr. (U. Washington Sch. Med., Seattle.) Effect of section of vestibular nerve upon cortically induced movement in cat. *J. Neurophysiol.*, 1950, 13, 295-304.—"The effect of vestibular nerve section on a cortically induced motor response has been studied in the cat. Using near threshold stimulation of the motor cortex, the motor response in a limb is markedly diminished or abolished following section of either 8th nerve. It is concluded that the vestibular nerves contribute afferent impulses which maintain a certain background activity in some part of the facilitatory system. Following section of the vestibular nerve, it appears that such reverberative activity requires a measurable length of time to die out. Furthermore, markedly increasing the strength of cortical stimulation may mask or compensate for this effect in the static animal."—C. E. Henry.

755. Kopeloff, Nicholas; Whittier, J. R., Pacella, B. L., & Kopeloff, L. M. (Coll. Physicians & Surgeons, Columbia U., N. Y.) The epileptogenic effect of subcortical alumina cream in the rhesus monkey. *EEG clin. Neurophysiol.*, 1950, 2, 163-168.—Alumina cream (0.1-0.2 ml.) was injected subcortically in 10 rhesus monkeys to determine whether the characteristic epileptic syndrome seen after such cortical application could be produced. EEG abnormalities resulted in 9 and clinical seizures in 4 of 10 animals. The seizure producing lesions, which varied in size and shape but were histologically uniform, were in the medial nuclear thalamic groups bilaterally, putamina bilaterally, the subcallosal fasciculus and the white matter adjacent to the cingulate sulcus.—C. E. Henry.

756. Kuntz, Albert. (St. Louis U. Sch. Med., Mo.) The neuroanatomic basis of surgery of the autonomic nervous system. Springfield, Ill.: C. C. Thomas, 1949. 83 p. \$2.25.—Almost half of this book is devoted to a general description of the autonomic nervous system as a reflex and coordinating system, its chemical and histological substrate and its general anatomy with particular emphasis on the numerous plexuses. The last half deals with the

surgery of autonomic nerves but not with surgical technique per se. Surgical interference is usually for relief of pain or control of vascular supply, and is usually restricted to the sympathetic system. There is considerable reference to physiological but little to psychological effects. 86 references.—C. E. Henry.

757. Landis, Carney; Zubin, Joseph, & Mettler, Fred A. (Columbia U., New York.) The functions of the human frontal lobe. *J. Psychol.*, 1950, 30, 123-138.—Theories of frontal lobe operation have ranged from those of complete dependence of higher processes on this region, to those suggesting that no single higher function depends completely upon it. The present authors try, through citing numerous studies, to determine the truth as probably lying somewhere between these two extremes. Human frontal lobe operations are analyzed, with the ambiguous and conflicting results discussed. Finally, two lines of thought emerge, not too incompatible with each other: that psychosurgery of frontals results in a narrowing of the field of attention so that the patient becomes stimulus-bound, and that surgery adds to the mental confusion of the patient. It is emphasized that in both the physiological and psychological studies there is a lack of specificity between the surgery done and the behavior changes resulting.—R. W. Husband.

758. Lloyd, David P. C., & McIntyre, A. K. (Rockefeller Inst. Med. Research, New York.) Dorsal column conduction of group I muscle afferent impulses and their relay through Clarke's column. *J. Neurophysiol.*, 1950, 13, 39-54.—Either decapitate or dialized cats were electrically stimulated in the nerve supply from the hamstring flexors with recording leads placed at 5 mm. intervals on the cord to follow the spike response rostrally. There is a markedly nonlinear conduction rate in primary afferent fibers, with velocity decreasing to one-quarter as Clarke's column is approached. Dorsolateral (postsynaptic) velocity approximates that of the initial presynaptic rate. Whereas considerable summation is required for synaptic transmission in motor nuclei this is not requisite in Clarke's column. The larger cutaneous fibers are subject to less rate decrement.—C. E. Henry.

759. MacLean, Paul D., & Arellano, Alejandro P. (Harvard Med. Sch., Boston, Mass.) Basal lead studies in epileptic automatisms. *EEG clin. Neurophysiol.*, 1950, 2, 1-16.—"In a study of a selected group of 24 patients with epilepsy the basal electroencephalogram was of particular interest in those cases with a history of automatisms. This report is concerned with the clinical and electroencephalographic findings in the 12 patients who were subject to this type of seizure. Among this group spike activity was present in 10 instances and could be localized to the temporal or basal regions. In 7 instances the origin of the spike activity appeared to be nearer the electrodes at the base than at the scalp." Anatomical considerations must be taken into account in inferring the origin of the spike

activity in the majority of the cases reported here.—*C. E. Henry.*

760. Marshall, Curtis, & Walker, A. Earl. (Johns Hopkins U. Sch. Med., Baltimore, Md.) The electroencephalogram in thalamic hemorrhage. *EEG clin. Neurophysiol.*, 1950, 2, 99-102.—In this autopsy verified case of a massive right sided thalamic hemorrhage the EEG showed a bilaterally similar 8/sec. 20 μ v alpha pattern. Bursts of 3-6/sec. 50-70 μ v activity were of higher voltage on the right, as was the slow activity readily developed with over-ventilation. With respect to the controversy over the role of corticothalamocortical circuits in the maintenance of the alpha rhythm, these data favor the interpretation of an electrocortical autorhythmicity.—*C. E. Henry.*

761. Martini, E., Gualtierotti, T., & Marzorati, A. (U. Milan, Italy.) Electronarcosis. IV. Effects of square wave application to motor area following destruction of diencephalon. *J. Neurophysiol.*, 1950, 13, 113-116.—Diathermal destruction of the diencephalon in animals is followed by absence of cortical response to square wave stimulation with subsequent reduction in spontaneous electrocortical activity. Diathermal diencephalic stimulation in man is followed by a period of electrical silence and later development of very fast activity in the EEG. The period of silence may be due to cellular fatigue or randomization of potentials with zero electrical summation. (See 25: 746.)—*C. E. Henry.*

762. Martini, E., Gualtierotti, T., & Marzorati, A. (U. Milan, Italy.) Electronarcosis. II. Inhibition of electrical activity of cerebral cortex following application of pulsed stimulus to diencephalon. *J. Neurophysiol.*, 1950, 13, 1-4.—Stimulation of the diencephalic region of the cat (anesthesia unknown) at 200 volts, 40 mA., 280/sec. for 30 secs. with 1 msec. pulses silences the EEG by electrically flooding this area. Immediately following stimulation there are 10-18/sec. often spindled waves from the motor cortex. This progresses to a silent period with occasionally seen spikes at 10-18/sec. which probably indicate single neuron escape from inhibition. Faster activity may reappear as a third stage. Frontal cortex does not show inhibition but may show increased amplitude of 8-12/sec. activity. A partial inhibition of spinal cord activity occurs with inhibition of motor cortex activity. (See 24: 2985.)—*C. E. Henry.*

763. Pribram, K. H., Lennox, M. A., & Dunsmore, R. H. (Yale U. Sch. Med., New Haven, Conn.) Some connections of the orbito-fronto-temporal, limbic and hippocampal areas of *Macaca mulatta*. *J. Neurophysiol.*, 1950, 13, 127-135.—This study used 14 immature macaque monkeys under Dial anesthesia, wide exposure of cortex being necessary. Numerous brain maps are shown to illustrate the firing induced by local strychninization as recorded through multiple electrode systems. Such physiological neuronography revealed a dozen areas differentiated by their firing patterns. These may be grouped into an orbito-frontal-temporal region, a

limbic region (with short interconnected fiber systems) and a possible hippocampal region.—*C. E. Henry.*

764. Rosenzweig, Mark R. (Harvard U., Cambridge, Mass.) Representation of the two ears at the auditory cortex. *Amer. Psychologist*, 1950, 5, 270-271.—Abstract.

765. Schoepfle, Gordon M., & Susman, Noah. (Washington U. Sch. Med., St. Louis, Mo.) Physical significance of strength-duration curve for excitation of nerve. *J. Neurophysiol.*, 13, 289-293.—In the ideal system of frog sciatic nerve stripped of its perineural sheath an extrapolar electrotonic potential is proportional to the potential difference across the fluid membrane capacity induced by the stimulus. The most irritable fibers attain threshold when the electrotonic potential reaches a critical value, independent of the time rate of change. Hence local attainment of a critical outwardly directed potential difference is sufficient for excitation.—*C. E. Henry.*

766. Spiegel, E. A., & Wycis, H. T. (Temple U. Sch. Med., Philadelphia.) Thalamic recordings in man with special reference to seizure discharges. *EEG clin. Neurophysiol.*, 1950, 2, 23-27.—EEG's and electrothalamograms (ETHG) were obtained in the course of thalamotomy operations on patients with organic and functional mental disorders. There is considerable independence between ETHG and EEG, the former sometimes showing seizure discharges before and after its appearance in the EEG. Experimentally placed thalamic lesions in two cases of petit mal epilepsy had some beneficial effect. Thalamic spikes were seen in chronic schizophrenic patients following electroshock treatment.—*C. E. Henry.*

767. Stamm, John S. (Union Coll., Schenectady, N. Y.) The relation between electroencephalographic latency time of blocking of the alpha rhythm and reaction time to light. *Amer. Psychologist*, 1950, 5, 254.—Abstract.

768. Stein, S. N., & Peterson, E. W. (U. Illinois, Chicago.) The use of radon seeds to produce deep cerebral lesions. *Proc. Soc. exp. Biol.*, N. Y., 1950, 74, 583-585.—By a modification of present day stereotaxic techniques the authors describe the surgical, behavioral, X-ray, and histological aspects of implanting a gold radon seed in subcortical brain areas of monkeys (*Macaca mulatta*). One animal is descriptively followed through the operation to the 4th postoperative day. Histological findings in relation to the goal of the surgery are also considered. It is suggested that this method "should be considered" for producing lesions in experimental laboratory animals and for attacking deep tumors in the human brain.—*L. A. Pennington.*

769. Tasaki, Ichiji. (Tokugawa Biol. Inst., Tokyo, Japan.) Excitation of single nerve fiber by action current from another single fiber. *J. Neurophysiol.*, 1950, 13, 177-183.—"By the method of bridge-insulator, action currents from an isolated nerve fiber were led to another fiber without appreciable leakage. In many cases, it was observed that an

impulse initiated in the primary fiber jumped to the secondary fiber at the insulated region. Application of a hypertonic NaCl solution upon the region of electrical contact of the two fibers facilitated the jump of impulse. It was shown that a concentrated NaCl solution reduces the membrane resistance of the nerve fiber and prolongs the action current."—C. E. Henry.

770. Winokur, G. L., Trufant, S. A., King, R. B., & O'Leary, J. L. (Washington U. Sch. Med., St. Louis, Mo.) Thalamocortical activity during spreading depression. *EEG clin. Neurophysiol.*, 1950, 2, 79-90.—The spreading depression of Leao was used to explore corticothalamic relationships in lightly anesthetized rabbits. Simultaneous multiple tracings were secured of the electrical activity of numerous cortical and thalamic points. The unique slow cortical potentials appearing as local concomitants of the spreading depression process were likewise detected in the thalamus in the proper temporal relationship to correlate well with known anatomical projections between thalamus and cortex. Bursts of paroxysmal fast activity as well as induced strychnine activation likewise appeared in the expected regions. The spread of depression and/or related slow activity is propagated successively over the cortex rather than via corticothalamocortical linkage.—C. E. Henry.

(See also abstracts 815, 852)

RECEPTIVE AND PERCEPTUAL PROCESSES

771. Beach, Frank A., & Levinson, Gilbert. (Yale U., New Haven, Conn.) Hormonal control of sensory receptors. *Amer. Psychologist*, 1950, 5, 273.—Abstract.

772. Boyd, William C. Taste reactions to antithyroid substances. *Science*, 1950, 112, 153.—A naturally-occurring substance, 1-5-vinyl-2-thio-oxazolidone, can be tasted by those who can taste phenylthiocarbamide (PTC), a synthetic substance, and is not tasted by those who do not taste PTC. Family studies have shown that PTC taste ability is hereditary, "carried" by genes; the "purpose" of the tasting gene for the synthetic substance is possibly explained by the high probability that the same gene controls ability to taste the natural substance, which can act as an antithyroid drug. Further experiments in line with this hypothesis are proposed.—B. R. Fisher.

773. Eriksen, Charles W. (Johns Hopkins U., Baltimore, Md.) Perceptual defense as a function of unacceptable needs. *Amer. Psychologist*, 1950, 5, 306.—Abstract.

774. Fitzpatrick, Robert. (American Institute for Research, Pittsburgh, Pa.), & Miller, Robert B. A technique for measuring perceptual interference in a scanning task. *Amer. Psychologist*, 1950, 5, 361-362.—Abstract.

775. Foster, Dean, & Scofield, E. H. (Joseph E. Seagram & Sons, Inc., Louisville, Ky.) Odor

mixtures. *Amer. Psychologist*, 1950, 5, 244-245.—Abstract.

776. Griffin, Donald R. (Cornell U., Ithaca, N. Y.) The navigation of bats. *Sci. Amer.*, 1950, 183(2), 52-55.—This summary of experimental evidence indicates that the flying bat avoids obstacles by cues received from reflected supersonic waves emitted by the bats' vocal mechanism.—C. M. Louttit.

777. Kistiakowsky, G. B. (Harvard U., Cambridge, Mass.) On the theory of odors. *Science*, 1950, 112, 154-155.—An hypothesis on the nature of smell sensation, attributing it "to the inhibition of certain enzymes contained in the olfactory organs." "What is essential is some mechanism by which changes in concentration of several active enzymes are converted into distinguishable nerve signals. The effect of a compound possessing the property of odor is the inhibition of one or more of these enzymes, causing a shift in relative concentrations." The hypothesis "has the merit of accounting for a number of known traits of the sense of smell."—B. R. Fisher.

778. Pratt, J. G. (Duke U., Durham, N. C.) Displacement in ESP card tests in relation to hits and misses on the assigned targets. *Amer. Psychologist*, 1950, 5, 277.—Abstract.

779. Rosenthal, Bernard G., & Levi, Janice Houghton. (U. Chicago, Ill.) Value, need, and attitude toward money as determinants of perception. *Amer. Psychologist*, 1950, 5, 313.—Abstract.

780. Singer, Jerome L. (U. Pennsylvania, Philadelphia.) The influence of personality variables and experimental frustration on performance in a size constancy experiment. *Amer. Psychologist*, 1950, 5, 312-313.—Abstract.

781. Smith, Kendon R. (Pennsylvania State Coll., State College), Parker, Gardiner B., & Robinson, G. Allen, Jr. An exploratory investigation of autistic perception. *Amer. Psychologist*, 1950, 5, 313-314.—Abstract.

782. Worchel, Philip. (U. Texas, Austin.) Space perception and orientation in the blind. *Amer. Psychologist*, 1950, 5, 245.—Abstract.

(See also abstracts 832, 856, 859)

VISION

783. Baker, Howard D. (Johns Hopkins U., Baltimore, Md.) The instantaneous threshold and early dark adaptation in the fovea. *Amer. Psychologist*, 1950, 5, 250.—Abstract.

784. Baumgardt, Ernest. Sur l'emploi des lois de Poisson et de Crozier dans l'interprétation des statistiques de seuils visuels. (The use of Poisson's and Crozier's laws in the statistical interpretation of visual thresholds.) *C. R. Acad. Sci., Paris*, 1950, 230, 2124-2126.—Because threshold data involve a very few quanta of luminous energy it becomes possible to apply Poisson's law to Crozier's constant α . The author makes use of this relationship in the

development of a probability formula that may be used in interpreting visual threshold data.—R. W. Burnham.

785. Bordeaux, J. Hypnotic experiments with light and color. *Brit. J. med. Hypnotism*, 1950, 1(4), 7-17.—Individual reactions to light and color are investigated clinically with relationship to psychological effects and hypnotherapeutic practice. Color and emotional trauma are discussed with relation to precipitating factors and personality involvement. The author concludes that, "far more people than we realise are emotionally and mentally colorblind."—M. V. Kline.

786. Burnham, R. W., & Morris, R. H. (Eastman Kodak Co., Rochester, N. Y.) Statistical analysis of multivariate color mixture data. *Amer. Psychologist*, 1950, 5, 266.—Abstract.

787. Costa, Angiola Massucco. (U. Turin, Italy.) Nota preliminare su un fenomeno di geometrizzazione in immagini soggettive. (Preliminary note on a phenomenon of geometrizing in subjective images). *Arch. Psicol. Neurol. Psichiat.*, 1950, 11, 229-236.—Light rays stimulating the eye intermittently through closed eyelids, produce a series of colored subjective images presenting various geometric forms, called by the author Gc (geometric-chromatic) effect. Hypotheses and preliminary experiments for the exploration of the Gc effect are presented. The distribution of the blood in the eyelids would explain the strong chromatic effect; the geometric forms of the subjective images, are interpreted as a central phenomenon of the gestalt type. French and English summaries.—A. Manoil.

788. Davage, Robert H., & Sumner, F. C. (Howard U., Washington, D. C.) Isolation as a factor in lowering the threshold of visual perception. *J. Psychol.*, 1950, 30, 191-194.—The effect of isolating printed material, by hiding the line above and the line below, upon possible reduction of visual perception threshold, was tested on a Snellen Chart, with 50 subjects, using an *abba* arrangement of experimental and control groups. The mean number of letters read under the isolated situation is significantly greater than the nonisolated situation, for either right or left eye alone or both eyes together.—R. W. Husband.

789. deGroot, W. The new candle. *Philips Tech. Rev.*, 1948, 10, 150-153.—The "new candle" (elsewhere called *candela*) is the new international unit for measuring luminous intensity adopted by the "Comité International des Poids et Mesures" effective January 1, 1948. As a primary standard it represents a black body (total) radiator at the freezing point of platinum. As a unit of luminous intensity, the magnitude of the new candle (nc) is such that the brightness of a total radiator at the freezing point of platinum is 60 nc/cm². The corresponding unit of luminous flux is the "new lumen" (nlm), defined as the luminous flux emitted in unit solid angle (1 steradian) by an uniform point source having a luminous intensity of 1 nc.—R. W. Burnham.

790. Flamant, Françoise. Sensibilité de l'oeil regardant deux points lumineux. (Visual sensitivity for two luminous points.) *C. R. Acad. Sci., Paris*, 1950, 230, 1977-1979.—Minimum perceptible difference of the lightness of the space separating two luminous points as compared to the lightness of the points is reported as a function of distance of separation of the points (0' to 30'), retinal location (0' to 2° in a circle around the foveal center), and color ("white," red—630 mμ, green—546 mμ, and blue—436 mμ).—R. W. Burnham.

791. Fox, Bernard H. (George Washington U., Washington, D. C.) The partial contributions of "satiation" and "adaptation" to figural after-effects in symmetrical and non-symmetrical situations. *Amer. Psychologist*, 1950, 5, 268-269.—Abstract.

792. Gruber, Howard E. (Cornell U., Ithaca, N. Y.) The relation of perceived size to perceived distance. *Amer. Psychologist*, 1950, 5, 263.—Abstract.

793. Hochberg, Carol Barnes, & Hochberg, Julian E. (Cornell U., Ithaca, N. Y.) Familiar size as a "cue" in the perception of "depth" in figures with reversible perspective. *Amer. Psychologist*, 1950, 5, 263-264.—Abstract.

794. Hurvich, Leo M., & Jameson, Dorothea. (Eastman Kodak Co., Rochester, N. Y.) Shifts in the hue invariant points in the spectrum as indices of chromatic adaptation. *Amer. Psychologist*, 1950, 5, 266.—Abstract.

795. Ittelson, William H. (Princeton U., N. J.), & Ames, Adelbert, Jr. Accommodation, convergence, and their relation to apparent distance. *J. Psychol.*, 1950, 30, 43-62.—This paper studied the relationship of the mechanisms of accommodation and convergence to apparent distance and to actual distance when these two distances differ. Size of the object was changed while the actual distance remained constant, under three conditions: monocular at 32 inches, monocular at 16 inches, and binocular at 16 inches. The main results were that apparent distance varied inversely with size, and accommodation and convergence varied in the direction of the apparent distance.—R. W. Husband.

796. Ivanoff, Alexandre. Au sujet des variations de l'amplitude d'accommodation de l'oeil suivant la région utilisée de la pupille. (Variations in the range of accommodation of the eye as a function of the pupillary area used.) *C. R. Acad. Sci., Paris*, 1950, 230, 1896-1897.—Using the image of a point source in a Badal optometer, observations were made on one eye to determine the *punctum remotum* (pr) and *punctum proximum* (pp) in different small regions of the pupil. Fifteen pp points were determined, and 14 pr points, at distances ranging from 0 to 2 mm. from the axis. Each point given was the mean of 20 observations. The range of accommodation was found to be 6.4 diopters at the axis, and decreased regularly to about 5.2 diopters at 1.5 mm. from the axis. The author concludes that the phenomenon may be interpreted in terms of the spherical aberration of the eye.—R. W. Burnham.

797. Motokawa, Koiti. (Tohoku U., Sendai, Japan.) Die Abhängigkeit des Aktionsstroms der menschlichen Netzhaut von Reizintensität und Gesichtsfeldgröße. (The dependence of the action currents of the human retina on the intensity and size of the stimulus field.) *Toh. J. exp. Med.*, 1942, 43, 371-382.—With electrodes placed on the skin nasal and temporal to the eye, it is found that the size of the electroretinogram is linearly related to the logarithm of the quantity of light. The quantity of light in this case is a product of intensity and area of stimulation. The linear relationship, however, does not hold for high intensities since the electroretinogram falls off at these highest levels. The latent time to peak of the retinogram also bears a linear relationship to the logarithm of the quantity of light, except at the highest levels where latent time appears to be constant.—L. A. Riggs.

798. Motokawa, Koiti. (Tohoku U., Sendai, Japan.) Das Elektretinogramm des Menschen und seine Beziehung zur Unterschiedsschwelle der Licktempfindlichkeit und zur Sehschärfe. (The human electroretinogram and its connection with brightness discrimination and acuity.) *Jap. J. med. Sci. Biophys.*, 1942, 8, 135-147.—Recording from the skin on two sides of the eye enables one to identify the b-wave or large component of the electroretinogram. It appears that the b-wave is proportional to the logarithm of stimulus intensity up to a certain level, at which the b-wave begins to decline. Under the same experimental conditions acuity rises in the same manner and declines again with the highest intensity. Brightness discrimination appears to follow the Weber Law but becomes relatively poor at the point where the action potential diminishes at high intensity. There is a discussion of the significance of the Weber-Fechner Law and the phenomena of glaring and blinding lights of high intensity.—L. A. Riggs.

799. Motokawa, Koiti, & Mita, Tosisada. (Tohoku U., Sendai, Japan.) Das Elektretinogramm des Menschen und die Gesichtswahrnehmung in Abhängigkeit von der Intensität und Farbe der Reizlichter. (The human electroretinogram and visual perception as dependent upon the intensity and color of the stimulating lights.) *Jap. J. med. Sci. Biophys.*, 1943, 9, 22-35.—The human electroretinogram is linearly related to the logarithm of the stimulus intensity, but the slope of the straight line is dependent upon the color of the stimulus. The relative wave length discrimination was measured under the same conditions and was found to improve from the red to the greenish-blue in the spectrum. This is correlated with an increase in the electroretinogram from red to greenish-blue. It is concluded that there is a definite relationship between the size of the electroretinogram and the ability to distinguish brightness of the various colors.—L. A. Riggs.

800. Motokawa, Koiti, & Mita, Tosisada. (Tohoku U., Sendai, Japan.) Über eine einfachere Untersuchungsmethode und Eigenschaften der Ak-

tionsströme der Netzhaut des Menschen. (A simple method of investigation and a study of the characteristics of the action currents of the human retina.) *Toh. J. exp. Med.*, 1942, 42, 114-133.—Electrodes were placed in contact with the skin on the nasal and temporal sides of the eye. The difference of potential between these electrodes provides some indication of the retinal action potential (electroretinogram) of the eye. The indications are that the human electroretinogram is closely similar to that of other mammals, exhibiting the classical a, b, and c waves under various conditions of adaptation and stimulation by light. Attempts were made to study the influence of wave length upon the form of the electroretinogram. Records from a protanope and a deuteranope did not reveal any measurable difference from those of normal trichromats.—L. A. Riggs.

801. Olson, Howard C. (U. North Carolina, Chapel Hill.) A factor analysis of depth perception test scores of male subjects having normal acuity. *Amer. Psychologist*, 1950, 5, 263.—Abstract.

802. Pratt, Carroll C. (Princeton U., N. J.) The role of past experience in visual perception. *J. Psychol.*, 1950, 30, 85-107.—Nativism versus empiricism has been a long controversy. The present writer feels that appeal to empiricism in visual perception is fraught with danger. He postulates that, while environment is pervasive in psychology of today, in the sensory-motor sequence it works better at the motor end and poorest at the sensory end. Sensory processes are much more closely tied up with the stimulus in the external world. It is urged that the terms have become so fuzzy that they might better be dropped from our vocabulary; rather let us speak of stimulus-correlations and non-stimulus hypotheses. 25 references.—R. W. Husband.

803. Ratliff, Floyd. (Brown U., Providence, R. I.) The role of physiological nystagmus in visual acuity. *Amer. Psychologist*, 1950, 5, 260-261.—Abstract.

804. Richards, Walter J. (Brown U., Providence, R. I.) Vernier and stereoscopic acuities as influenced by rate of alternation of pseudoscopic and stereoscopic presentations of the test object. *Amer. Psychologist*, 1950, 5, 250.—Abstract.

805. Riggs, Lorrin A., & Ratliff, Floyd. (Brown U., Providence, R. I.) Coordination of the eyes in maintaining fixation. *Amer. Psychologist*, 1950, 5, 260.—Abstract.

806. Riopelle, Arthur J. (Emory U., Ga.) Spatial interaction in peripheral vision. *Amer. Psychologist*, 1950, 5, 249.—Abstract.

807. Rouse, Richard O. (Williams Coll., Williams-town, Mass.) Color and the intensity-time relation. *Amer. Psychologist*, 1950, 5, 266-267.—Abstract.

808. Sedan, J., & Monier, R. Présentation de six angioscotomes étudiés sur noir, puis sur gris et sur gris, puis sur noir. (Six angioscotoma studies on black then on gray, and on gray then on black). *Rev. Oto-Neuro-Ophthal.*, 1950, 22(1), 53-54.—Map-

ping angioscotomas by the method of Evans on six medical students shows a much larger scotomata when a gray background is used than when a white background is used. Plotting on a gray than on a black background produced larger scotomata on the gray than if the reverse procedure was employed.—*M. Alpern.*

809. Sperling, Harry G. (USN Submarine Base, New London, Conn.) An evaluation of four psychophysical methods for determining the difference limen of chromaticity. *Amer. Psychologist*, 1950, 5, 267.—Abstract.

810. Stroud, John M., & Conover, Donald W. (U. S. Navy, Electronics Laboratory, San Diego, Calif.) The following motions of the human eye. *Amer. Psychologist*, 1950, 5, 260.—Abstract.

811. Teuber, Hans-Lukas, & Bender, Morris B. (New York U., Coll. Medicine.) Perception of apparent movement across acquired scotomata in the visual field. *Amer. Psychologist*, 1950, 5, 271.—Abstract.

812. Wald, George. (Harvard U., Cambridge, Mass.) Eye and camera. *Sci. Amer.*, 1950, 183(2), 32-41.—Comparison is made between the eye and the camera from the point of view of optical properties and the physics and chemistry of the retina and a sensitive plate.—*C. M. Louttit.*

813. Woods, Irving A., & Uhlaner, J. E. (Personnel Research Section, AGO, Army, Washington, D. C.) Relationship between photopic and scotopic visual acuity. *Amer. Psychologist*, 1950, 5, 249.—Abstract.

(See also abstracts 658, 660, 917, 1174, 1335)

AUDITION

814. Alexander, Irving E., & Githler, F. J. (Princeton U., N. J.) Histological examination of cochlear structure in the guinea pig following exposure to jet engine noise. *Amer. Psychologist*, 1950, 5, 270.—Abstract.

815. Arnott, G. Peter, & Neff, W. D. (U. Chicago, Ill.) The function of the auditory cortex: the control of learned responses to sound cues. *Amer. Psychologist*, 1950, 5, 270.—Abstract.

816. Davis, H., Gernandt, B. E., & Riesco-MacClure, J. S. (Central Inst. for the Deaf, St. Louis, Mo.) Threshold of action potentials in ear of guinea pig. *J. Neurophysiol.*, 1950, 13, 73-87.—By the use of a feed-back technique it was possible to attenuate greatly the aural microphonic so the action-potential in the cochlea could be studied with increased accuracy. The action-potential threshold is a linear function of log frequency for tones below 1000 cycles. Using quinine to suppress action potentials, it was found that the aural microphonic threshold was virtually independent of frequency from 1-5000 cycles. "The differential sensitivity of the ear with respect to frequency is determined in part by physical acoustic properties of the ear as a whole. For frequencies at least up to 1500 cps.,

however, this sensitivity is even more importantly determined by a process closely related to the excitation of the nerve impulses and subsequent to (or quite independent of) the aural microphonic."—*C. E. Henry.*

817. Davis, R. C. (Indiana U., Bloomington.) Electromyographic study of stimulus traces as response determiners. *Amer. Psychologist*, 1950, 5, 256-257.—Abstract.

818. Harris, J. Donald, & Stuntz, Stephen E. (U. S. Submarine Base, New London, Conn.) A new determination of differential frequency thresholds. *Amer. Psychologist*, 1950, 5, 269-270.—Abstract.

819. Jacobson, Homer. (Hunter Coll., New York.) The informational capacity of the human ear. *Science*, 1950, 112, 143-144.—"New concepts of the nature and measure of information have made it possible to specify quantitatively the informational capacity of the human ear." The "bits per second" estimates are made on the basis of facts and assumptions of auditory neurophysiology.—*B. R. Fisher.*

820. Philippides, M. M., & Greiner, G. Troubles cochleaires après ablation du lobe temporal gauche. (Cochlear disturbances following ablation of the left temporal lobe.) *Rev. Oto-Neuro-Ophtal.*, 1950, 22(1), 19-22.—The effect on hearing of ablation of the left temporal lobe in the case of a patient with a left temporal occipital tumor is pointed out. Following the operation audiometry for the left ear was normal but the audiometry for the right ear showed a loss of around 20 db. in the high and low frequencies while perception at 128 cycles/sec. remained essentially normal. The authors believe this case history furnishes evidence for the view that the different regions of the auditory cortex of the temporal lobe correspond to the different frequencies of the auditory field.—*M. Alpern.*

821. Pollack, Irwin. Auditory flutter. *Amer. Psychologist*, 1950, 5, 269.—Abstract.

822. Webster, John C. (U. S. Navy Electronics Laboratory, San Diego, Calif.) An audiometer test suitable for group administration over loud-speakers in semi-quiet rooms. *Amer. Psychologist*, 1950, 5, 361.—Abstract.

(See also abstract 764)

RESPONSE PROCESSES

823. Benjamin, Harry. Two years of sexology. *Amer. J. Psychother.*, 1949, 3, 419-427.—Due to the Kinsey Report and the re-issue of *The Ethics of Sexual Acts*, the last two years have been "outstanding milestones in the history of sexology." The foregoing, and other publications are discussed in relation to the lifting of the taboo on sex.—*C. B. Greene.*

824. Canfield, Albert A., Jr. (Northwestern U., Evanston, Ill.) The influence of positive g on reaction time. *Amer. Psychologist*, 1950, 5, 362.—Abstract.

825. Creaser, Edwin P. (Hofstra Coll., Hempstead, N. Y.), & Travis, Dorothy. Evidence of a homing instinct in the Bermuda spiny lobster. *Science*, 1950, 112, 169-170.—Tests of local migration of this species by tagging specimens and later trapping them after release at various points leads to the conclusion that "the lobsters are fully 'aware' of their locations and can return to their original summer feeding grounds when released elsewhere."—B. R. Fisher.

826. Fay, J. C., Miller, J. D., & Harlow, H. F. (U. Wisconsin, Madison.) Food deprivation and food preference. *Amer. Psychologist*, 1950, 5, 272.—Abstract.

827. Freed, S. Charles (450 Sutter St., San Francisco 8, Calif.), & Kroger, William S. Psychologic manifestations of the menstrual cycle. *Psychosom. Med.*, 1950, 12, 229-235.—"The cyclic elaboration of ovarian hormones responsible for the menstrual cycle induces appreciable emotional responses. Direct evidence on the role of the separate ovarian hormones on the psyche is still inadequate. Indirect evidence based on clinical observations and especially the interpretation of the unconscious material of women undergoing psychoanalyses is most significant, but not conclusive. There is still to be explained the relationship between the psychological manifestations and the numerous somatic changes produced by the ovarian hormones."—J. W. Bowles, Jr.

828. Houston, Robert C., & Walker, Robert Y. (U. Maryland, College Park.) An evaluation of the predictive properties of measures of variability of performance on a psychomotor task. *Amer. Psychologist*, 1950, 5, 363.—Abstract.

829. Le Cron, L. M. The present status of hypnotism in the United States. *Brit. J. med. Hypnotism*, 1949, 1(2), 38-41.—The scientific study and application of hypnosis in the United States is briefly discussed by reference to the research literature and contemporary professional trends. Mention is made of the general absence of regulation in this area and the unfavorable influence cast upon hypnosis by stage hypnotists. The role of hypnosis in psychology, psychiatry, medicine, surgery and dentistry is pointed out.—M. V. Kline.

830. Marx, Melvin H. (U. Missouri, Columbia.) Adult feeding and food-hoarding behavior following infantile deprivation in the rat. *Amer. Psychologist*, 1950, 5, 272.—Abstract.

831. Owen-Flood, A. Hypnosis in anaesthetics. *Brit. J. med. Hypnotism*, 1949, 1(2), 34-38.—The use of hypnosis as an anaesthetic in both psychological and medical-surgical spheres is discussed with particular reference to the physiological alterations involved. The use of hypnosis as a post-operative sedative is compared with narcotic sedation and the advisability of hypnosis in selected cases is pointed out.—M. V. Kline.

832. Passey, George E. (Tulane U., New Orleans, La.) Adaptation effects and the Aubert and Müller

phenomena. *Amer. Psychologist*, 1950, 5, 267-268.—Abstract.

833. Pfaffmann, Carl. (Brown U., Providence, R. I.) The afferent neural determinants of the specific hunger for salt. *Amer. Psychologist*, 1950, 5, 272-273.—Abstract.

834. Schneck, J. M. (26 W. 9th St., New York.) Notes on the homosexual component of the hypnotic transference. *Brit. J. med. Hypnotism*, 1950, 1(4), 24-26.—In discussing the nature of the hypnotic transference, the author comments on one type which he had previously investigated, that in which the patient equates the hypnotic relationship with a homosexual situation. Three cases are presented in which this type of transference is evaluated within the hypnotherapeutic setting. Evidence obtained from the therapeutic sessions is used to illustrate and verify the nature of the hypnotic relationship. 11 references.—M. V. Kline.

835. Seashore, Robert H., & Dudek, Frank J. (Northwestern U., Evanston, Ill.) A factorial analysis of precision, steadiness, and equilibrium in fine motor skills. *Amer. Psychologist*, 1950, 5, 276-277.—Abstract.

(See also abstract 958)

COMPLEX PROCESSES AND ORGANIZATIONS

836. Bartlett, M. S. (U. Manchester, Eng.) The statistical significance of "dispersed hits" in card-guessing experiments. *Proc. Soc. psych. Res., Lond.*, 1949, 48, 336-338.—The appropriateness of using the expectation and the variance based upon the binomial distribution for the evaluation of ESP test results when hits are scored for more than one response (call) in relation to each stimulus (card) is considered. In scoring "dispersed hits," the expectation is still one-fifth the number of call-card comparisons, but the variance is influenced by sequence patterns in the subject's calls. A tendency to call like symbols close together increases the variance, while the tendency to avoid repeating the same symbol within the range of calls checked against a single card for dispersed hits reduces the variance.—J. G. Pratt.

837. Blue, J. T. (Harvard U., Cambridge, Mass.) Techniques of symbolization. *Sociol. Soc. Res.*, 1950, 34, 280-285.—A discussion of "the perceptual and conceptual processes, as well as the several techniques of symbolization and analysis derived from the latter."—J. E. Horrocks.

838. Bose, G. Ambivalence. *Samikṣā*, 1949, 3, 55-75.—Pairs of opposite wishes are fundamental traits of mental life. There is no wish without its opposite counterpart. Conflict and repression result when opportunity for satisfying one wish is greater than for the other. The opposite wish provides the prime motive force for repression.—J. W. Bowles, Jr.

839. Brady, Joseph V., & Hunt, Howard F. (U. Chicago, Ill.) An exploratory study of some

effects of electro-convulsive shock on a conditioned emotional response. *Amer. Psychologist*, 1950, 5, 256.—Abstract.

840. Chambers, James Curtis. (Central St. Coll., Edmond, Okla.) How much do you know about hypnotism? *Proc. Okla. Acad. Sci.*, 1948, 28, 120-123.—Some of the modern concepts and uses of hypnosis are gleaned from popular magazines. 14 references.—M. O. Wilson.

841. Farberow, Norman L. (VA Mental Hygiene Clinic, Los Angeles, Calif.), & Sarbin, Theodore R. A clinical study of role and self in hypnotic age regression. *Amer. Psychologist*, 1950, 5, 305.—Abstract.

842. Fields, Sidney J. (Catholic U. of America, Washington, D. C.) Discrimination of facial expression and its relation to personal adjustment. *Amer. Psychologist*, 1950, 5, 309.—Abstract.

843. Findley, Warren G., Myers, Charles T., & Cross, Mary N. (Educational Testing Service, Princeton, N. J.) Willingness to make negative responses as a measure of maturity. *Amer. Psychologist*, 1950, 5, 280.—Abstract.

844. Fisher, Jerome. The memory process and certain psychosocial attitudes, with special reference to the law of Prägnanz. *Amer. Psychologist*, 1950, 5, 308.—Abstract.

845. Fruchter, Benjamin. (U. Texas, Austin.) Factorial content of training criteria. *Amer. Psychologist*, 1950, 5, 278.—Abstract.

846. Goldner, Ralph H. (Fredonia (N. Y.) State Teachers Coll.) An investigation of the whole-part approach as a problem-solving process. *Amer. Psychologist*, 1950, 5, 342.—Abstract.

847. Goodman, Paul. The intellectual inhibition of explosive grief and anger. *Complex*, 1950, 1(Spring), 40-52.—Intellectuals often convince themselves that the object of feeling is not present and therefore they do not exhibit realistic anger or grief. The character structure of the intellectual person practically renders him incapable of engaging in interpersonal experiences.—H. H. Strupp.

848. Grant, David A. (U. Wisconsin, Madison.) The relative difficulty of sorting for the color, number, and form concepts in a Weigltype card sorting problem. *Amer. Psychologist*, 1950, 5, 259.—Abstract.

849. Gurvitz, Milton S. What do paper form-boards measure? *Amer. Psychologist*, 1950, 5, 278-279.—Abstract.

850. Hall, Calvin S. (Western Reserve U., Cleveland, O.) Aggression and friendliness as expressed in the dreams of young adults. *Amer. Psychologist*, 1950, 5, 304.—Abstract.

851. Kleemeier, Robert W., & Dudek, Frank J. (Northwestern U., Evanston, Ill.) A factorial investigation of flexibility. *Educ. psychol. Measmt.*, 1950, 10, 107-118.—A factorial investigation of the nature of flexibility, using a battery of 13 tests designed to measure numerical, perceptual speed,

and verbal factors. It was a purpose of the study to learn whether or not a factor which was common to the tests requiring shifts of tasks would emerge. The tests were administered to 205 college students, the ensuing scores were intercorrelated, and a factorial analysis was made of the matrix of intercorrelations. Four factors were extracted: perception, verbal, single digit number, and two digit number. It was concluded that those tests which required a shifting of tasks could be accounted for on the basis of the 4 factors extracted.—J. E. Horrocks.

852. Lansdell, Herbert C. (McGill U., Montreal, Can.) Effects of brain damage on rat intelligence. *Amer. Psychologist*, 1950, 5, 255-256.—Abstract.

853. Lehman, Harvey C. (Ohio U., Athens.) The creative years of long-lived versus short-lived individuals. *Amer. Psychologist*, 1950, 5, 365.—Abstract.

854. Mosier, Charles I., Uhlaner, J. E., & Harper, Bertha P. (Personnel Research Section, AGO, Army, Washington, D. C.) Application of factorial logic to spatial abilities. *Amer. Psychologist*, 1950, 5, 277.—Abstract.

855. Nicol, J. Fraser, & Carington, Whately. Some experiments in willed die-throwing. *Proc. Soc. psych. Res., Lond.*, 1947, 48, 164-175.—A series of experiments was conducted over a period of four years to see if the findings confirmed the psychokinesis (PK) hypothesis. Importance was attached to the results obtained under conditions which provided witnessed throwing of the dice and recording of the results. Of three analyses applied, one was significant at the .0027 confidence level. "... if this work stood alone, it would not be sufficient to warrant the acceptance of so revolutionary an hypothesis as that of psychokinesis; but ... in the light of the work reported by Rhine (and on a smaller scale by others) it may be regarded as highly probable that J. F. N.'s subjects were in fact exerting, sometimes and in relatively low degree, some sort of influence on the fall of the die. ..."—J. G. Pratt.

856. Pepitone, Albert. (U. Michigan, Ann Arbor.) Motivation and distortion in the perception of behavioral attributes. *Amer. Psychologist*, 1950, 5, 306.—Abstract.

857. Reider, Norman. The sense of shame. *Samikšd*, 1949, 3, 146-161.—Guilt and shame are regarded as rather easily interchangeable so that shame can sometimes be utilized as a defence against a more intolerable guilt and thus aid in the repression of the guilt.—J. W. Bowles, Jr.

858. Rhine, J. B. (Duke U., Durham, N. C.) An introduction to the work on extrasensory perception. *Trans. N. Y. Acad. Sci.*, 1950, 12, 164-168.—The validity of the ESP hypothesis was established by such experiments as the Pearce-Pratt research series and the Pratt-Woodruff series. Further research has revealed the presence of a U-shaped serial position effect, a tendency to confuse one symbol with another, and a tendency of subjects towards dis-

placement or "near-misses." 3 researches are briefly described which developed methods for separating high ESP scorers from low scorers. 19 references.—J. Bucklew.

859. Rosenstock, Irwin M. (Haverford Coll., Pa.) *Perceptual aspects of repression.* *Amer. Psychologist*, 1950, 5, 306-307.—Abstract.

860. Royce, Joseph R. (Drake U., Des Moines, Ia.) *A factorial study of emotionality in the dog.* *Amer. Psychologist*, 1950, 5, 262-263.—Abstract.

861. Scott, Christopher. *Experimental object-reading: a critical review of the work of Dr. J. Hettinger.* *Proc. Soc. psych. Res., Lond.*, 1949, 49, 16-50.—The writer examines three contributions of Hettinger which were offered as contributing evidence of an "untra-perceptive faculty" (ESP) based upon information obtained as associations with personal objects. The evidence for ESP was judged to be inconclusive, chiefly on the basis of the failure to control subjective factors in the assessment of the results. "Although this paper may seem almost entirely destructive in its content it is written with the object of paving the way for the design of a totally foolproof technique for the experimental investigation of object-reading."—J. G. Pratt.

862. Soal, S. G. (U. London, Eng.) *Reply to Professor Bartlett.* *Proc. Soc. psych. Res., Lond.*, 1949, 48, 339-341.—The author accepts the necessity that was pointed out for taking into account the sequence pattern of the subject's calls in evaluating the statistical significance of total scores when hits are credited for more than one call against each target card. It is pointed out that such "dispersed hits" were combined into a total score in only one experimental series from among several significant ones performed. The series in question was re-evaluated using the appropriate variance for the subject's observed patterns of calling and the results were no less significant. However, the use of the method proposed by Bartlett (see 25: 836) in further tests in which it is relevant is recommended as the safest procedure.—J. G. Pratt.

863. Thomas, C. Drayton. *A new hypothesis concerning trance-communications.* *Proc. Soc. psych. Res., Lond.*, 1947, 48, 121-163.—"The new evidence which is adduced in this paper concerns the direct voice in Leonard sittings. It is difficult to believe that this voice could be produced without a producer, and a producer who was using bodily organs of some kind for his speech."—J. G. Pratt.

864. Thomas, C. Drayton. *The volume of Byron: a significant book-test.* *Proc. Soc. psych. Res., Lond.*, 1947, 48, 230-231.—Through the famous English medium, Mrs. Leonard, the writer received specific information about the location and the contents of an old book which had belonged to his grandfather and which his deceased father knew well. The writer was not familiar with the book, which was in a strange house into which his aunt had recently moved. A list of the pertinent items of information

and the reasons why they suggest a parapsychological interpretation are given.—J. G. Pratt.

865. Thouless, R. H., & Wiesner, B. P. *The psi processes in normal and "paranormal" psychology.* *Proc. Soc. psych. Res., Lond.*, 1947, 48, 177-196.—The modes of parapsychological behavior, telepathy, clairvoyance, and psychokinesis, are discussed on the hypothesis that they are normal, but uncommon and therefore unfamiliar, psychological functions of the organism. These forms of response may have as their intraorganic counterparts the more familiar processes of sensory perception and motor behavior. A hypothesis is developed of the manner in which psi (parapsychological) processes may be related to one's own nervous system as an intraorganic physical system and to other nervous systems and other physical objects outside the organism in the types of phenomena studied in parapsychology.—J. G. Pratt.

866. Tyrrell, G. N. M. *The "modus operandi" of paranormal cognition.* *Proc. Soc. psych. Res. Lond.*, 1947, 48, 65-120.—This paper attempts to deduce something of the nature of paranormal cognition from an examination of the collected evidence and to show that the completely controlled type of experiment is misleading if employed alone. It points to the conclusions (1) that paranormal cognition is known to consciousness only by means of an entirely secondary phenomenon, (2) that it is not a faculty akin to sense-perception, and (3) that experiment in a neglected field is needed to reveal more of its nature. At the end of the paper a suggested experimental programme is briefly summarized.—J. G. Pratt.

867. Yacorzynski, G. K. (Northwestern U., Med. Sch., Chicago, Ill.) *Concept formation as a function of personality structure.* *Amer. Psychologist*, 1950, 5, 323.—Abstract.

868. Young, Paul C. (Louisiana State U., Baton Rouge.) *The possibility of antisocial uses of hypnosis.* *Amer. Psychologist*, 1950, 5, 327-328.—Abstract.

(See also abstract 661)

LEARNING & MEMORY

869. Ammons, Carol H., & Ammons, Robert B. (U. Louisville, Ky.) *Performance of a serial paired-associate motor task.* *Amer. Psychologist*, 1950, 5, 275.—Abstract.

870. Ammons, Robert B., & Ammons, Carol H. (U. Louisville, Ky.) *Effects of distribution of practice on simple visual discrimination.* *Amer. Psychologist*, 1950, 5, 258-259.—Abstract.

871. Bitterman, M. E. (U. Texas, Austin), & Crum, Janet. *The effect of partial and delayed reinforcement on resistance to extinction.* *Amer. Psychologist*, 1950, 5, 265.—Abstract.

872. Braun, Harry W., Pierce, J. F., & Patton, R. A. (U. Pittsburgh, Pa.) *Learning performance of young rats subjected to convulsive and sub-convulsive shocks.* *J. Psychol.*, 1950, 30, 81-84.—This

experiment tried to determine the relative effects of convulsive and sub-convulsive electric shocks administered to growing rats (27 days) on their ability to learn a maze at maturity. Group I was a control; Group II was given 25 shocks to create petit mal reactions; Group III received 25 shocks which resulted in an average of six tonic-clonic convulsions per animal and other petit mal reactions; Group IV was treated with a current intensity producing 25 tonic-clonic convulsions. Learning tests began at age of 194 days. A small decrement appeared, and this appeared to be permanent, the authors feeling as a direct result of the shocks.—R. W. Husband.

873. Bugelski, B. R., & Coyer, R. A. (U. Buffalo, N. Y.) Temporal conditioning vs. anxiety reduction in avoidance learning. *Amer. Psychologist*, 1950, 5, 264-265.—Abstract.

874. Coate, William B. Do simultaneous stimulus differences in the pre-training period aid discrimination learning? *Amer. Psychologist*, 1950, 5, 257.—Abstract.

875. Cofer, Charles N., & Havron, Dean. (U. Maryland, College Park.) Influence of personal values on learning. *Amer. Psychologist*, 1950, 5, 274.—Abstract.

876. Davis, Roger T. (U. Wisconsin, Madison.) Oddity learning set formation in monkeys under variable effort and pretraining conditions. *Amer. Psychologist*, 1950, 5, 260.—Abstract.

877. Dinsmoor, James A. (Columbia U., New York.) Periodic reinforcement in the presence of a discriminative stimulus. *Amer. Psychologist*, 1950, 5, 250-251.—Abstract.

878. Duncan, Carl P. (Northwestern U., Evanston, Ill.) The effect of change to different kind of practice following rest in rotary pursuit learning. *Amer. Psychologist*, 1950, 5, 251-252.—Abstract.

879. Feldman, Robert S. (U. Massachusetts, Amherst.) The specificity of the fixated response in the rat. *Amer. Psychologist*, 1950, 5, 259-260.—Abstract.

880. Gaier, Eugene L. (U. Chicago, Ill.) A study of memory under conditions of stimulated recall. *Amer. Psychologist*, 1950, 5, 343.—Abstract.

881. Gatling, Frank. (Tulane U., New Orleans, La.) The effect of continuous stimulus reversal on learning in the rat. *Amer. Psychologist*, 1950, 5, 253.—Abstract.

882. Gibson, Eleanor J., & Gibson, James J. (Cornell U., Ithaca, N. Y.) The identifying response; a study of a neglected form of learning. *Amer. Psychologist*, 1950, 5, 276.—Abstract.

883. Gilbert, Peter F., & Gawain, Gary C. (Pennsylvania State Coll.) Sonic and ultrasonic effects on maze learning and retention in the albino rat: I. Effects of high intensity sounds. *Amer. Psychologist*, 1950, 5, 243-244.—Abstract.

884. Grice, G. Robert. (U. Illinois, Urbana.) The effect of preliminary extinction on the learning

of a visual discrimination habit. *Amer. Psychologist*, 1950, 5, 258.—Abstract.

885. Hanawalt, Nelson G. (New Jersey Coll. for Women, New Brunswick, N. J.) The method of comparison applied to the problem of memory change. *Amer. Psychologist*, 1950, 5, 268.—Abstract.

886. Jones, F. Nowell (U. California, Los Angeles), & Brown, Mary Ann. The effect of an emphasis on the learning of nonsense syllables at different rates of presentation. *Amer. Psychologist*, 1950, 5, 244.—Abstract.

887. Judson, Abe J., & Cofer, Charles N. (U. Maryland, College Park.) A study of direction in problem solution. *Amer. Psychologist*, 1950, 5, 274.—Abstract.

888. Kishler, John. (Pennsylvania State Coll., State College.) Prediction of differential learning from a motion picture by means of "indices of identification potential" derived from attitudes toward the main character. *Amer. Psychologist*, 1950, 5, 298-299.—Abstract.

889. Lambert, William W., & Solomon, Richard L. (Harvard U., Cambridge, Mass.) Resistance to experimental extinction as a function of distance of extinction point from original reinforcement point. *Amer. Psychologist*, 1950, 5, 248-249.—Abstract.

890. Leont'ev, A. N. Psikhologicheskie voprosy znatel'nosti ucheniya. (Psychological problems of meaningful learning.) *Izv. Akad. pedagog. Nauk RSFSR*, 1947, No. 7, 3-40.—The problem of meaningful learning poses two fundamental questions: (1) What is the pupil aware of when studying his subject-matter?; (2) What is his attitude towards the material? Meaningful learning is not merely a matter of cognition, but is also a matter of attitude towards the cognizable. Investigations show that meaningful mastery of subject-matter is a function of real motives and depends on the interrelation existing between the purpose and motive of action on the part of the pupil.—I. D. London.

891. MacPhee, Zona K. (U. Delaware, Newark.) The effect of an interpolated learning situation on the choice of pathways in a variable pathway maze. *Amer. Psychologist*, 1950, 5, 247-248.—Abstract.

892. Meyer, Donald R. (U. Wisconsin, Madison.) The effects of differential rewards on discrimination reversal learning by monkeys. *Amer. Psychologist*, 1950, 5, 253.—Abstract.

893. Montgomery, Kay C. (Harvard U., Cambridge, Mass.) 'Spontaneous alternation' as a function of time between trials and amount of work. *Amer. Psychologist*, 1950, 5, 251.—Abstract.

894. Norris, Eugenia. (U. Rochester, N. Y.) Discrimination learning with paired and single stimulus presentation. *Amer. Psychologist*, 1950, 5, 257.—Abstract.

895. Palmer, Francis H. (Allegheny Coll., Meadville, Pa.) Effects of electroshock on retention of the double-alternation problem in the temporal maze. *Amer. Psychologist*, 1950, 5, 274.—Abstract.

896. Perkins, Charles C., Jr. (Kent (O.) State U.) An experimental test of two explanations of the relation between response strength and stimulus intensity. *Amer. Psychologist*, 1950, 5, 252.—Abstract.

897. Platt, Charles E., & Wickens, Delos D. (Ohio State U., Columbus.) The effects of anticholinesterase agents upon animal behavior: the effect of subcutaneous injections of di-isopropyl fluorophosphate on the retention of a maze habit by the albino rat. *Amer. Psychologist*, 1950, 5, 254.—Abstract.

898. Razran, Gregory. (Queens Coll., Flushing, N. Y.) Multiple conditioning? surrogate conditioning, and stimulus generalization. *Amer. Psychologist*, 1950, 5, 265-266.—Abstract.

899. Rossman, Irma L., & Goss, Albert E. (U. Massachusetts, Amherst.) The acquired distinctiveness of cues: the role of discriminative verbal responses in the acquisition of discriminative motor responses. *Amer. Psychologist*, 1950, 5, 258.—Abstract.

900. Skinner, B. F. (Harvard U., Cambridge, Mass.) Intermittent reinforcement. *Amer. Psychologist*, 1950, 5, 249.—Abstract.

901. Solomon, Richard L., & Wynne, Lyman C. (Harvard U., Cambridge, Mass.) Avoidance conditioning in normal dogs and in dogs deprived of normal autonomic functioning. *Amer. Psychologist*, 1950, 5, 264.—Abstract.

902. Stanley, Walter C. (Brown U., Providence, R. I.) Extinction and the spacing of extinction trials. *Amer. Psychologist*, 1950, 5, 248.—Abstract.

903. Stone, G. Raymond, & Yerrington, Foster. (U. Oklahoma, Norman.) The effect of various patterns of verbal incentives upon response repetition. *Proc. Okla. Acad. Sci.*, 1948, 28, 129-131.—The senior author is developing a program of research on learning and the results of the testing of experimental procedures are presented. The following are to be determined: (1) the tendency of S's to repeat responses when no information of correctness or incorrectness is given (to serve as a control for the other incentive patterns), (2) the effect of isolated verbal punishment upon response repetition, (3) the effect of successive serial verbal rewards upon response repetition, and (4) the effect of interrupting a rewarded series by an item for which no information as to S's response is given. Results of preliminary experiments answer these questions and adequacy of the fundamental method is confirmed.—M. O. Wilson.

904. Thompson, Merrell E. (New Mexico State Coll., Silver City.) The generalization of inhibition to stimuli varying in the visual size dimension. *Amer. Psychologist*, 1950, 5, 253-254.—Abstract.

905. Thune, Leland E. (Vanderbilt U., Nashville, Tenn.) Warm-up effect as a function of level of practice in verbal learning. *Amer. Psychologist*, 1950, 5, 251.—Abstract.

906. Underwood, Benton J. (Northwestern U., Evanston, Ill.) Response similarity and degree of first-list learning in associative facilitation and inhibition. *Amer. Psychologist*, 1950, 5, 275.—Abstract.

907. Wischner, George J. (U. Illinois, Urbana.) VTE and efficiency of discrimination learning involving shock for correct choice. *Amer. Psychologist*, 1950, 5, 252-253.—Abstract.

908. Zuckerman, John V. (Stanford U., Calif.) Effects of variations in commentary upon the learning of perceptual-motor tasks from a sound motion picture. *Amer. Psychologist*, 1950, 5, 363-364.—Abstract.

(See also abstracts 657, 1163)

THINKING & IMAGINATION

909. Bloom, B. S. (U. Chicago, Ill.) Study of conscious thought processes by the method of stimulated recall. *Amer. Psychologist*, 1950, 5, 342-343.—Abstract.

910. Christie, Richard. (Sarah Lawrence Coll., Bronxville, N. Y.) The effect of frustration upon rigidity in problem solution. *Amer. Psychologist*, 1950, 5, 296-297.—Abstract.

911. Glik, Edward E. The relationship of emotional control as measured on the Rorschach to morally dichotomous thinking. *Amer. Psychologist*, 1950, 5, 301.—Abstract.

912. Mausner, Bernard. (New York U.) The effect of prior reinforcement on interaction of observer pairs. *Amer. Psychologist*, 1950, 5, 302-303.—Abstract.

913. Miguez, Francisco. Las vías de la aprehensión; significado pedagógico. (The ways of apprehension; pedagogical importance.) *Rev. Educ., La Plata*, 1949, 90(5), 32-47.—In the educational process, comprehension depends upon apprehension. Apart from the controversy between earlier philosophers over empiricism vs. intuitionism, in connection with which Kant's dicta are still to be respected, several ways of apprehension may be discriminated, according to the object involved. These include physical, representative, logical, and emotional modes of comprehension. Certain validities of the opposing philosophies are confirmed in each mode.—H. D. Spoerl.

914. Phillip, B. Roger. The effect of general and of specific labelling on judgment scales. *Amer. Psychologist*, 1950, 5, 268.—Abstract.

INTELLIGENCE

915. Carlson, Hilding B. (San Diego State Coll., Calif.), & Henderson, Norman. The intelligence of American children of Mexican parentage. *J. abnorm. soc. Psychol.*, 1950, 45, 544-551.—American children of Mexican parentage were found to have consistently lower mean IQ scores than the American children of white non-Mexican parentage. In view of certain uncontrolled environmental factors no

final statement of the relative native superiority can be made. The adequacy of the non-language score of the California Test of Mental Maturity was questioned. The appropriateness of recording an index of intellectual brightness for a child who is not a member of the cultural group upon which the test was standardized is doubted. 26-item bibliography.—H. P. David.

916. Nuttin, J. *Psycho-genese van de denk-activiteit volgens Piaget.* (Psychogenesis of thought activity according to Piaget.) *Tijdschr. Phil.*, 1949, 12, 134-146.—The author summarizes the functional theory of intelligence according to Piaget. He thinks that this theory impresses itself by its cohesion and broad experimental foundation. The influence of Piaget's position against reflexology and the Gestalt theory gives to his works on child psychology a general and philosophical psychological scope.—R. Piret.

917. Tanner, Wilson P., Jr. (*U. Michigan, Ann Arbor.*) A preliminary investigation of the relationship between visual fusion of intermittent light and intelligence. *Science*, 1950, 112, 201-203.—There is strong evidence that critical flicker frequency "is a centrally limited phenomenon," raising the question of its relation to intelligence. A preliminary report is made "of the relationship between several measures of visual fusion and test scores on the A.C.E. Psychological Examination, College Edition." Significantly high correlations were obtained between visual fusion measures and ACE scores at certain light flash duration values in a male college student population.—B. R. Fisher.

918. Thurstone, L. L. (*U. Chicago, Chicago, Ill.*) Primary mental abilities. In *AAAS, Centennial*, (see 25: 635), 61-66.—This paper summarizes the principal facts that have been learned in the past twenty years from the factor analysis of test performances and their interpretation in terms of mental ability.—C. M. Louttit.

919. Valentini, Ernesto. (*U. Rome, Italy.*) Il valore psicologico del termine "intelligenza" nel linguaggio. (Psychological value of the term "intelligence" in the language.) *Arch. Psicol. Neurol. Psichiat.*, 1950, 11, 209-228.—A detailed lexical and etymological analysis of the word intelligence is presented. It is observed that the term indicates 3 operations: abstracting and formulating concepts, making judgments by establishing relationships, and reasoning by deducing and inducing conclusions. These meanings are in agreement with the psychological definitions. The psychological value of the word intelligence results from its use through centuries of historic development indicating for different peoples and in different places the same psychological process. French and English summaries.—A. Manoil.

(See also abstract 976)

PERSONALITY

920. Bergler, Edmund. The pessimo-optimist. *Samikyd*, 1949, 3, 207-211.—The "pessimo-optimist"

is an individual who is "always optimistic about himself and always gloomy about the future of others." This is an elaboration of an oral personality structure.—J. W. Bowles, Jr.

921. Bültsch, H. *Die Struktur des menschlichen Characters.* (The structure of human character.) In Carrard, A. *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 36-53.—A brief discussion of the ethical and practical implications of forming psychologic opinions precedes hints for the description and evaluation of character structure. Following Klages, character is "the individual peculiarity of a human being." Personality is considered from the points of view of manual dexterity, of intelligence, of "character in the narrower sense," subdivided into emotional disposition, ego feeling and will, and of work behavior.—C. T. Bever.

922. Cohen, Louis D. (*Duke U., Durham, N. C.*) Patterns of response in level of aspiration tasks. *Amer. Psychologist*, 1950, 5, 310.—Abstract.

923. Holzman, Philip S. (*Winter V.A. Hospital, Topeka, Kan.*), & Klein, George S. The "schematizing process": perceptual attitudes and personality qualities in sensitivity to change. *Amer. Psychologist*, 1950, 5, 312.—Abstract.

924. Lachman, Sheldon J. (*Wayne U., Detroit, Mich.*) The psychological nature of personality and appraisal techniques in personality evaluation. Detroit, Mich.: Glengary press, 1950. 19 p.—This monograph emphasizes the following topics: psychological nature of personality, objective techniques for personality appraisal, perception and personality, projective and other instruments for personality appraisal. A personality rating scale is featured. 21-item bibliography.—M. O. Wilson.

925. Murphy, Gardner. (*Coll. City New York.*) Psychical research and personality. *Proc. Soc. psych. Res., Lond.*, 1949, 49, 1-15.—The findings and the problems of psychical research are discussed in relation to personality considered generically ("the property of being a person as such") and from the standpoint of individuality ("the distinctive properties by which one person is differentiated from another"). Paranormal capacities are considered as being normal, deep-level operations of personality which are ordinarily inhibited by the higher-level, "conscious" functions. Experimental evidence is cited showing that evidence of paranormal powers, such as ESP, is obtained as a mass effect under favorable conditions, and not merely from selected gifted individuals.—J. G. Pratt.

926. Ossorio, Abel Garcia (*Stanford U., Calif.*), & Leary, Timothy. Patterns of social interaction and their relation to personality structure. *Amer. Psychologist*, 1950, 5, 303.—Abstract.

927. Petrie, Asenath. Personality changes after prefrontal leucotomy. Report I. *Dig. Neurol. Psychiat.*, 1950, 18, 475.—Abstract.

928. Sargent, S. S., & Pease, Katharine. (*Barnard Coll., New York.*) Social roles and personality traits. *Amer. Psychologist*, 1950, 5, 302.—Abstract.

929. Snyder, Laurence H. (*U. Oklahoma, Norman.*) The genetic approach to human individuality. In *AAAS, Centennial*, (see 25: 635), 67-73.—Close similarities and differences among people result from the interaction of genetic and environmental influences. The author reviews the important knowledge concerning the effect of genetic influences on such variability. "Since the genetic individuality of any human being is a function of the family and of the population to which he belongs, the principles of both Mendelian genetics and population genetics must be taken into account in its analysis."—C. M. Louttit.

(See also abstracts 780, 1098)

AESTHETICS

930. Brighthouse, Gilbert. (*Occidental Coll., Los Angeles, Calif.*), & Soon, Duk Koh. The time error in esthetic judgment. *Amer. Psychologist*, 1950, 5, 317.—Abstract.

931. Drake, Raleigh M. (*Kent (O.) State U.*) A functional test of rhythm. *Amer. Psychologist*, 1950, 5, 317.—Abstract.

932. Eppel, E. M. A new test of poetry discrimination. *Brit. J. educ. Psychol.*, 1950, 20, 111-116.—The test assembles 20 extracts from representative poems of high literary merit, in each of which some portion is omitted, and the subject must choose the best line from several alternatives which include the original and weakened variants. The items are divided equally between "direct" and "oblique" types of poetry. 600 subjects comprising the age groups 13-17 as well as university undergraduates and graduates who were tested show a steady increase in total score with increasing age. At most group levels females score higher than males, while both sexes do better on the "oblique" items. As regards preferences, in earlier adolescence poetry of direct statement is favored, during later adolescence no significant differences appear, and with adult groups the "oblique" extracts are preferred. The results reveal generally the absence of a high level of critical appreciation.—R. C. Strassburger.

933. Farnsworth, Paul R., Trembley, J. O., & Dutton, C. E. (*Stanford U., Calif.*) The masculinity and femininity of musical phenomena. *Amer. Psychologist*, 1950, 5, 317.—Abstract.

934. Reik, Theodor. The psychology of irony: a study based on Anatole France. *Complex*, 1950, 1(Spring), 14-26.—This paper is concerned with the personality of Anatole France and the character of his irony. Reik chooses France's short story *Our Lady's Juggler* for the purposes of his analysis. Using the principles of dream interpretation as commonly applied in analytic practice, Reik interprets the short story. He sees an identification of the protagonist of the story with the artist, and discovers in the story the content of the primal scene in disguise. He views irony as a reaction to disappointment in early childhood. The ironical person is in danger of recalling the painful experi-

ences which he felt in relation to the beloved images of his childhood, but these emotions are quickly rejected and turned into a verbal attack. The hatred for those objects is so intense because they were once loved so much.—H. H. Strupp.

935. Stein, Leon. (*De Paul U., Chicago, Ill.*) The racial thinking of Richard Wagner. New York: Philosophical Library, 1950, xiv, 252 p. \$4.75.—Wagner developed a pathological dislike for Mendelssohn which he supported by racial ideas that Hitler later took over. Wagner's anti-Semitic, anti-Catholic, anti-Christian concepts were oriented around music and poisoned the thinking of many. Supported by the prestige of his music, his racial delusions continue to be influential so that "mankind must be inoculated against this disease, not only once, but once in every generation." 126-item bibliography.—G. K. Morlan.

(See also abstracts 943, 954)

DEVELOPMENTAL PSYCHOLOGY

CHILDHOOD & ADOLESCENCE

936. Avakian, Sonia A. (*Fordham U., New York.*) Trait relationships among six-year-old children. *Amer. Psychologist*, 1950, 5, 277-278.—Abstract.

937. Balint, Alice. Love for the mother and mother-love. *Int. J. Psycho-Anal.*, 1949, 30, 251-259.—(See 13: 5149.)

938. Baumgarten, Franziska. Die Hauszeichnungen von Kindern als Nachwirkung der Massenzerstörungen im Kriege. (Children's drawings of houses as an after effect of mass destruction of war). *Z. Kinderpsychiat.*, 1949, 16, 74-83.—War events and experiences found expression by Polish children not only in the form of political caricatures but also in drawings of destroyed buildings and rows of streets. While children of other nations seldom chose such subjects—illustrations of scenes of devastation were still drawn by Polish children 1.5 years after cessation of hostilities. The unusually great extent of mass destruction in Warsaw affected the minds of children with extraordinary persistence and depth. The author discusses and gives examples of these phenomena and their importance. English and French summaries.—R. Lassner.

939. Beller, E. K. (*Indiana U., Bloomington.*) Dependency and independence in young children. *Amer. Psychologist*, 1950, 5, 293.—Abstract.

940. Biäsch, H. Die seelische Entwicklung des Jugendlichen. (Psychological development of the juvenile.) In Carrard, A., *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 19-35.—Psychologic understanding of maturation processes during puberty and adolescence can greatly aid those who have to deal with the problems of youth. In a brief outline, designed for the layman, teacher or employer, the developmental phases are sketched and are summarized in a table at the end of the chapter. Such factors as physical growth, interests and attentiveness, will power, ego feeling,

social attitudes, etc., are considered. The author stresses the importance of tolerance and sympathy in guiding the apprentice.—C. T. Bever.

941. Brodbeck, Arthur J. (U. Illinois, Urbana.) The effect of three feeding variables on the non-nutritive sucking of newborn infants. *Amer. Psychologist*, 1950, 5, 292-293.—Abstract.

942. Carrizo, Juan Alfonso. Los juegos tradicionales de los niños; nuestras rondas infantiles hermanan los siglos y los pueblos. (Traditional children's games; our childish rounds unite the centuries and the peoples.) *Rev. Educ., La Plata*, 1949, 90(5), 63-80.—Dancing games, round songs, and other children's practices, such as counting-out procedures, have a long history. In some cases they go back to classical times. This may be traced in Spanish literary history through the middle ages. Sample songs are given with musical airs.—H. D. Spoerl.

943. Casas, Blanca Alicia. Formas de expresión estética del niño. (The child's forms of aesthetic expression.) *Rev. Educ., La Plata*, 1949, 90(5), 103-110.—The manifestation of the child's creativity cannot be judged from performance according to artistic standards. The inner aim is the measure of aesthetic tendency. The sympathetic teacher can learn to recognize this in a variety of expressions, especially linguistic.—H. D. Spoerl.

944. Chauffard, C. Rigidité ou plasticité des aptitudes chez l'enfant. (Rigidity or plasticity of aptitudes in the child.) *Enfance*, 1949, 2, 202-221.—Discordances are studied between results obtained with the vocabulary test (Binois and Pichot) and those obtained with the matrix test of Penrose and Raven, when administered to 1124 children, boys and girls from 9 to 14 in the Paris area, attending either the public schools or the lyceums. Significant differences between boys and girls and between pupils in the two types of schools were revealed. Age differences were not significant. Correlations between the two tests and school grades were low. Correlations between the two tests themselves in public schools was .50 and in the lyceums .35.—F. C. Sumner.

945. Cordeau, Raymond. Psychologie du dessin enfantin. (Psychology of children's drawing.) *Enfance*, 1949, 2, 54-59.—Supporting himself on a study of approximately 2000 children, boys and girls, from 6 to 9 years of age, of the primary schools of the Seine, the author takes exception to each of the main conclusions drawn by M. Caleb Gattegno (see 24: 4520) in his article on children's drawings which appeared in the preceding number of this journal: (1) The child does not spontaneously consider his productions from the aesthetic angle; (2) the drawing is related to preoccupations of the moment; (3) phantasy develops quite late; (4) children make more or less what we call the "same errors" in their drawings.—F. C. Sumner.

946. Dukes, E., & Hay, M. Kinderen van vandaag en morgen. (Children of today and

tomorrow.) Hengelo; Smit & Zn., 1950. 215 p. Hfl. 6.90.—A handbook for parents, and educators, in which is stated that spiritual worths are of highest importance in family-life. Pointed out is in which cases and at what phase it is advisable to ask for expert help.—M. Dresden.

947. Feinberg, M. R. (New York U.), & Fryer, D. H. An investigation of the background experiences of socially accepted and rejected adolescents at three economic levels. *Amer. Psychologist*, 1950, 5, 355.—Abstract.

948. Friedman, Stanley M. (Western Reserve U., Cleveland, O.) An empirical study of the Oedipus complex. *Amer. Psychologist*, 1950, 5, 304.—Abstract.

949. Gesell, Arnold. (Yale U., New Haven, Conn.) Growth potentials of the human infant. In *AAAS, Centennial*, (see 25: 635), 31-35.—"All educability is dependent upon innate capacities of growth." The author briefly reviews studies on infant behavioral development, emphasizing the significance of biological growth potential in the modifications of behavior during the first few years of life.—C. M. Louttit.

950. Gilliland, A. R., McBath, Mary, & Pfaff, Jeanne. (Northwestern U., Evanston, Ill.) Socio-economic status and race as factors in infant intelligence test scores. *Amer. Psychologist*, 1950, 5, 293.—Abstract.

951. Glasser, Melvin A. How does a child develop a healthy personality? *Child*, 1950, 14, 185-186.—The goal of the Midcentury White House Conference on Children and Youth is to study what research now reveals about children and what further research needs to be done, and to study the practices of all who deal with young people. This knowledge must then be transposed into action. A technical committee under the direction of Helen L. Witmer works on fact finding in the various fields concerned with children. These specialists are investigating the factors which seem to affect personality development.—M. F. Fiedler.

952. Harris, Dale B. (U. Minnesota, Minneapolis.) Intra-individual vs. inter-individual consistency in children's drawings of a man. *Amer. Psychologist*, 1950, 5, 293-294.—Abstract.

953. Johnson, Elizabeth S. (U. S. Dept. of Labor, Washington, D. C.) When boys and girls leave school for work. *Child*, 1950, 14, 192-195.—In the spring of 1947 representatives of the Bureau of Labor Standards interviewed 524 boys and girls in Louisville, Kentucky, who had left school. They asked them what their experiences had been in finding and keeping jobs. At the same time they also interviewed employers, union officials, staff members of community agencies, school officials, etc. to discover their attitudes towards young people's job problems. The picture given by this study emphasizes the need for over-all planning for youth in any community and suggests ways of meeting their problems. A fuller and more inter-

grated use of existing community resources is urged.
—M. F. Fiedler.

954. Kielholz, Arthur. *Kinderkunst*. (Child art.) *Z. Kinderpsychiat.*, 1949, 16, 1-17.—This essay was prompted by the author's acquaintance with Wilhelm Viola's book "Child Art" (2nd ed., London, 1948), which deals with the life work of Franz Cizek, founder of the School of Art for Children in Vienna (in existence from 1897 to 1938). A historical survey of studies of child art which latter was discovered about 100 years ago, is given. Its peculiarities, its relationship to primitive art and to the art of the mentally ill are demonstrated, as well as Freud's views on the interpretation of child art. This is followed by a section on its educational and therapeutic value as a means of expression. French and English summaries.—R. Lassner.

955. Koskas, R. *L'adolescent et sa famille*. (The adolescent and his family.) *Enfance*, 1949, 2, 68-71.—This study was undertaken to ascertain what adolescents repudiate their families; what types of family are repudiated; why certain adolescents accept their families and why others reject them. A questionnaire method was employed with 250 subjects varying in age from 15 to 18. Preliminary results are to the effect (1) that 80% of adolescents belonging to proletarian families do not revolt against parental authority and that 40% of adolescents of the petit bourgeois families do not revolt; (2) that only 20% of proletarian adolescents dream of the disappearance of their parents while 90% of the petit bourgeois adolescents dream of the disappearance of their parents; (3) that 85% of proletarian adolescents would work the harder in the case of the disappearance of their parents while only 4% of petit bourgeois adolescents would work harder in such an event.—F. C. Sumner.

956. Lourie, Reginald S. *Studies on bed rocking head banging and related rhythmic patterns*. *Clin. Proc. Child. Hosp. (Washington, D. C.)*, 1949, 5, 295-302.—Observations on the rhythmic motor patterns of 130 children are presented and discussed. These rhythmic activities most often begin when an infant is in the transition between one state of growth and development and the next. While they may not originate in tension-producing situations, they are often used sooner or later to express and relieve tension and anxiety.—(Courtesy of *Child Developm. Abstr.*)

957. Lutz, Jakob. *Die Frage der psychischen Faktoren bei der Pubertätsmagersucht*. (Psychological factors in adolescent loss of weight.) *Z. Kinderpsychiat.*, 1950, 17, 51-56.—Premorbid characterological factors underlie the compensation and regression typical of the adolescent fear of maturity, the desire to remain a child. Nonetheless all developmental factors—hormonal, vegetative, metabolic and psychic—must be considered.—G. Rubin-Rabson.

958. Montagu, M. F. Ashley. *The existence of a sterile phase in female adolescence*. *Complex*, 1950, 1(Spring), 27-39.—A relatively high number

of younger women are sterile, and for women under 20 years of age childbearing is a greater hazard than for older women. The age of reproductive maturity is set at 23 ± 2 years in the human female. Optimal conditions for reproduction obtain for about 5 years thereafter. The stage of development at which the female organism becomes capable of reproduction (nubility) is dependent upon the physiological prerequisites of (1) ovulation and (2) maintenance of the fertilized egg in the uterus. The interval between menarche and nubility is termed adolescent sterility; it is variable in duration and usually extends over several years.—H. H. Strupp.

959. Nall, Jack, & Schoggen, Phil. (U. Kansas, Lawrence.) *A comparison of school and non-school child behavior in terms of behavior settings*. *Amer. Psychologist*, 1950, 5, 292.—Abstract.

960. Naville, Pierre. *La crise de "l'illusion professionnelle" chez l'enfant et l'adolescent*. (The crisis of "the vocational illusion" in the child and adolescent.) *Enfance*, 1949, 2, 41-53.—Defining "vocational illusion" as the notion which the child or adolescent fashions to himself of the trade before having been able effectively to have contact with it, the author studies the role of this illusion in the vocational maladjustment of children and adolescents who leave school early to enter the shop. According to answers furnished to questionnaires, the majority of these young people had quit school early and had formed anticipatory illusions of a most varied kind concerning work. They had been induced to go to the shops by their parents or by older friends. The majority experience a feeling of dissatisfaction even to resentment against the work and the foreman.—F. C. Sumner.

961. Osterrieth, P. *Le jeu chez l'enfant*. (The play of the child.) *Rev. Sci. Pédag.*, 1949, 11, 21-35.—A critical review of the theories of play that have not sufficiently taken into account the real child. Only the psychology of the child as a living, concrete whole permits an understanding of play.—R. Piret.

962. Petö, Endre. *Infant and mother; observations on object-relations in early infancy*. *Int. J. Psycho-Anal.*, 1949, 30, 260-264.—(See 12:4437.)

963. Ramsey, Glenn V. (U. Texas, Austin.) *Sexual growth of Negro and white boys*. *Hum. Biol.*, 1950, 22, 146-149.—"The median age reported for first ejaculation by 37 Negroes was 13.8 years and for 286 whites was also 13.8. The median age for first appearance of pubic hair for the Negro group was 13.3, for the white group, 13.6. The median age for first recognition of voice-change was 13.7 for the Negro males and 13.4 for the white males."—S. L. Halperin.

964. Segers, J. E. *Psychologie de l'enfant normal et anormal d'après Dr. O. Decroly*. (Psychology of the normal and the abnormal child according to Dr. O. Decroly.) Brussels: R. Stoops, 1948. iii, 367 p.—According to the preface by Dr. Henri Wallon much of Dr. Decroly's best work had never been published until it was collected and organized by Dr. Segers. Decroly advocated educating the child not only for

himself, but for the society of which he is a part. In this process, the same principles apply to both the normal and the various types of abnormal children. Among other modern techniques, he made use of motion pictures and numerous tests in his study of child behavior. Some of the topics developed in this volume are affective states, character, measurement of intelligence, selection of the gifted, and vocational guidance. Bibliography.—G. E. Bird.

965. Senn, Milton J. E. (Ed.) *Problems of early infancy*. New York: Josiah Macy, Jr. Foundation, 1948. 120 p. \$1.00.—A conference report focussed on problems of early infancy and attended by 27 specialists in the fields of: psychiatry, pediatrics, psychology, psychoanalysis, obstetrics and gynecology, and surgery contains 16 separate papers with the provocative conference discussions. Psychological problems of different types of pregnancy as well as differing types of women, the emotional aspects of pregnancy and labor of "natural" childbirth, and factors of intrauterine experience are presented. Myelinization of the central nervous system in relation to early functioning of the infant is included as well as emotional disorganization in this culture, new designs for nurseries, children in wartime and postwar observations of children abroad.—R. W. Beebe.

966. Sigel, Irving. (Smith Coll., Northampton, Mass.) *The developmental trends of abstraction ability in young elementary school children*. *Amer. Psychologist*, 1950, 5, 291.—Abstract.

967. Slavina, L. S. *Ponimanie ustnogo rasskaza det'mi rannego vozrasta*. (Comprehension by young children of orally delivered stories.) *Izv. Akad. pedagog. Nauk RSFSR*, 1947, No. 7, 41-78.—Comprehension of stories by two and three year old children is investigated as well as the role of story telling in the early education of the child. Not every oral communication is understood "if its aim is to communicate something new as opposed to organizing the child's practical activity." The ability to conceive a statement is a result of a new attitude towards speech which develops concurrently with the gradual change in function of speech. "One of the most important means of developing this attitude in very young children is the oral story, the function of which is to create the ability to perceive reality through speech in relationships and connections new to the child."—I. D. London.

968. Sleight, Dorothy M., & Sleight, Robert B. *Traumatic effect of surgery on the child*. *Amer. Psychologist*, 1950, 5, 294.—Abstract.

969. Stern, Erich. *L'enfant de la maison d'enfants; essai psychologique*. (The child of the children's home; a psychological essay.) *Z. Kinderpsychiat.*, 1949, 16, 17-24; 33-43.—Observations were made in conducting psychiatric examinations in several children's homes. Children with anomalies in intellectual development, in character formation and in social adaptation were brought to the author's attention. The unusual experiences through which these children had gone because of German persecu-

tion prevented many from developing their super-ego in the normal fashion as would be possible through parental identification. Difficulties in emotional growth thus created are aggravated by the characteristics of institutional life. Because of their uprooted existence, the preparation of the children from these homes for a self-supporting life presents an educational challenge quite different from that in other institutions.—R. Lassner.

970. Thetford, William N. (Michael Reese Hosp., Chicago, Ill.) *Developmental aspects of fantasy in normal and schizophrenic children*. *Amer. Psychologist*, 1950, 5, 295.—Abstract.

971. van Krevelen, D. Arn. *Die Psychoneurose des einzigen Kindes*. (The psychoneurosis of the only child.) *Z. Kinderpsychiat.*, 1949, 16, 43-55.—Various investigators have agreed that only children are more inclined towards psychoneuroses than children having siblings. Opinions have differed as to time of onset, frequency of occurrence among boys and girls and the special form of the illness. The author gathered material from three sources: surveys made in schools, in a psychiatric clinic for children, and in a psychiatric clinic for adults. Statistical treatment of these data does not justify characterizing the only child with any particular disposition. However, clinical studies have shown that the psychoneurosis of only children, in spite of a variety of symptoms, stems from the same source, namely *Entwicklungsangst* (fear to develop). These children recoil from maturing; their emotional growth requires a prolonged period; they do not feel at par in the daily struggle for life. French and English summaries.—R. Lassner.

972. Wolfenstein, Maxine T. (Western Reserve U., Cleveland, O.) *A developmental study of children's fantasies about moral problems: II. Conceptions of "goodness"*. *Amer. Psychologist*, 1950, 5, 304-305.—Abstract.

973. Wright, Herbert F., & Barker, Roger G. (U. Kansas, Lawrence.) *The behavior settings and the psychological habitat of Raymond Birch*. *Amer. Psychologist*, 1950, 5, 294.—Abstract.

974. Ziman, Edmund. *Jealousy in children; a guide for parents*. New York: A. A. Wyn, 1949. x, 236 p. \$2.75.—This guide for parents treats of the signs of jealousy in children; guilt feelings in parents; causes of jealousy; the effects of spoiling the child; first steps in handling jealousy; jealousy in children of different birth order and age relations; jealousy stemming from rivalry between the sexes and from the step-child situation; twins and the importance of avoiding comparisons; conditions in the "average" family which make for jealousy in the children.—F. C. Sumner.

(See also abstracts 1029, 1173, 1199)

MATURITY & OLD AGE

975. Albrecht, Ruth. (U. Chicago, Ill.) *Personality and social roles in old age*. *Amer. Psychologist*, 1950, 5, 368.—Abstract.

976. Birren, James E., Fox, Charlotte, & Botwinick, Jack. An analysis of age changes in rate of performance of simple intellectual tasks. *Amer. Psychologist*, 1950, 5, 365.—Abstract.
977. Blake, Wainwright D. (Bucknell U., Lewisburg, Pa.) Attitudes toward retirement and old age. *Amer. Psychologist*, 1950, 5, 366-367.—Abstract.
978. Chalfen, Leo. The relationship of several psychological and socio-economic characteristics and the activities and interests of senescents in New York City. *Amer. Psychologist*, 1950, 5, 366.—Abstract.
979. Davidson, Helen H., & Kruglov, Lorraine P. (City Coll., New York.) Personality characteristics of the institutionalized aged. *Amer. Psychologist*, 1950, 5, 367.—Abstract.
980. Fox, Charlotte, & Birren, James E. The measurement of intellectual deterioration in the aged. *Amer. Psychologist*, 1950, 5, 364.—Abstract.
981. Havighurst, R. J., & Shanas, E. (U. Chicago, Ill.) Adjustment to retirement. *Sociol. Soc. Res.*, 1950, 34, 169-176.—A study of a group of retired government workers and professional men in Washington, D. C., who had formed an organization known as the "Fossils." The attitudes expressed by this group of men were generally favorable and indicative of good adjustment as compared with the attitudes of other retired groups studied by the writers. It was the purpose of this study to learn why the "Fossils" presented such a good picture of adjustment when compared with other groups. Data were gathered by means of an open-end questionnaire on "Life After 55." Four factors for the groups' good adjustment as revealed on the questionnaire are suggested: (1) financial security, (2) late retirement, (3) good living arrangements, (4) sampling bias.—J. E. Horrocks.
982. Kallmann, Franz J., Feingold, Lissy, & Bondy, Eva. (Columbia U., New York.) Comparative adaptational, social, and psychometric data on the life histories of senescent twin pairs. *Amer. Psychologist*, 1950, 5, 365-366.—Abstract.
983. Pincus, Gregory. (U. Washington Sch. Med., Seattle.) Measures of stress responsivity in younger and older men. *Psychosom. Med.*, 1950, 12, 225-228.—54 younger men and 30 older men underwent one or more of a series of stress tests under basal condition (tests were: glucose tolerance, pursuit meter, targetball frustration, and adrenocorticotrophin injection). Biochemical analyses were made of blood and urine prior to, during, and following each test. Differences between the two groups were slight and "... It is suggested that men surviving to old age without overt ill health or infirmity may preserve relatively intact pituitary-adrenal mechanism involved in response to acute stress."—J. W. Bowles, Jr.
984. Sicher, Lydia. "Change of life"; a psychosomatic problem. *Amer. J. Psychother.*, 1949, 3, 399-409.—Change of life should be regarded as part of the process of growing old and should be viewed from the psychosomatic standpoint rather than in terms of organic tangibles. It poses the concept of youth vs. old age with the conflicts in relation to the concept, and, at times, the fear of death. Brief examples are cited.—C. B. Greene.
985. Stanton, Jeannette E. (Ohio State U., Columbus.) Employment and service potentialities of old people. *Amer. Psychologist*, 1950, 5, 366.—Abstract.
986. Trumbull, Richard; Pace, C. Robert, & Kuhlén, Raymond G. (Syracuse U., N. Y.) Expansion and constriction of life activities during the adult life span as reflected in civic and political participation. *Amer. Psychologist*, 1950, 5, 367.—Abstract.
- (See also abstract 1188)

SOCIAL PSYCHOLOGY

987. Bass, Bernard M., & White, Otey L., Jr. (Louisiana State U., Baton Rouge.) Validity of leaderless group discussion observers' descriptive and evaluative ratings for the assessment of personality and leadership status. *Amer. Psychologist*, 1950, 5, 311-312.—Abstract.
988. Bender, I. E., & Hastorf, A. H. (Dartmouth Coll., Hanover, N. H.) The perception of persons: forecasting another person's responses on three personality scales. *J. abnorm. soc. Psychol.*, 1950, 45, 556-561.—The problem of the perception of other persons was studied by comparing obtained scores and forecast scores on a series of 3 scales. Low positive correlations resulted. There was no apparent consistency in forecasting ability. It was concluded that the study demanded keener observations than are generally made in social situations. "The present study does not yet offer evidence of a differential ability in the exacting task of consistently forecasting the verbal responses to a personality scale of another person well known to the forecaster."—H. P. David.
989. Berrien, F. K. (Colgate U., Hamilton, N. Y.) Attempts to measure attitudinal changes as a consequence of permissive discussions. *Amer. Psychologist*, 1950, 5, 246-247.—Abstract.
990. Caplow, T. (U. Minnesota, Minneapolis.) The operational study of social disorganization. *Sociol. Soc. Res.*, 1950, 34, 267-272.—Suggestions and proposals relative to the selection and handling of the subject matter of social disorganization in an attempt to apply scientific method "in a field which can be described only in non-scientific terms."—J. E. Horrocks.
991. Carrard, A. *Einzel Mensch und Gruppe*. (Individual and group.) In Carrard, A. *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 215-239.—The relationship of individual and group is described in several examples taken from industrial and military life. Individuals form the group, but at the same time are formed by it. The sociological discoveries of group behavior, of such mass phenomena as panic, of public opinion with

emphasis upon the management of rumor control are reviewed. Group formation is discussed, and the importance of allowing and fostering individuality in large organizations is emphasized.—C. T. Bever.

992. Chein, Isidor. The problem of inconsistency: a restatement. *J. soc. Issues*, 1949, 5(3), 52-61.—Inconsistent behavior, not to be confused with unlawful, unpredictable or incomprehensible behavior, may be only inconsistent on the surface or really inconsistent after further examination. Real inconsistency may arise because of differing sets of environmental or personal determinants, and to be consistent requires supporting skills and generalizable learning. From these hypothetical principles research topics arise, such as the relation between responses regarded as consistent, individual differences in consistency, and the relation of consistent behavior to educational or socio-economic status. Useful rules for practitioners follow, e.g. how to use inconsistent behavior to improve intergroup relations.—L. M. Hanks, Jr.

993. Deutsch, Morton. The directions of behavior: a field-theoretical approach to the understanding of inconsistencies. *J. soc. Issues*, 1949, 5(3), 43-51.—Consistent behavior is a series of acts moving toward a common goal. Psychological inconsistencies arise in cases where goals conflict, where knowledge or skill is inadequate, or where motion toward a goal is unrecognized. Societal inconsistency is another factor contributing to psychological inconsistency.—L. M. Hanks, Jr.

994. Douglass, J. H. (Fayetteville (N. C.) State Teach. Coll.) The concept of differential social permissibility. *Sociol. Soc. Res.*, 1950, 34, 184-190.—A discussion of the phenomenon of "a relatively permissible 'margin of error' between ideal and behavioral standards of performance" which is held to be observable in "nearly all systematized social groups." It was the purpose of the discussion to establish "certain characteristics of this phenomenon in its causative and functional aspects." The phenomenon is treated under the concept of differential social permissibility.—J. E. Horrocks.

995. Fredericson, Emil. (Roscoe B. Jackson Memorial Laboratory, Bar Harbor, Me.) Inhibition of competitive fighting by stabilization of the primary reinforcing stimulus. *Amer. Psychologist*, 1950, 5, 262.—Abstract.

996. French, Robert L. (Northwestern U., Evanston, Ill.) Verbal output and leadership status in initially leaderless discussion groups. *Amer. Psychologist*, 1950, 5, 310-311.—Abstract.

997. Gibb, Jack R., & Platts, Grace. (U. Colorado, Boulder.) The effects of special training and of knowledge of results upon self insight. *Amer. Psychologist*, 1950, 5, 303.—Abstract.

998. Greenacre, Phyllis. A genetic approach to the problem of inconsistency in social attitudes. *J. soc. Issues*, 1949, 5(3), 19-26.—Inconsistency, being the common feature of unconscious emotional states, arises as diffusion, displacement, social contagion

and substitution of emotions. These reactions stem from undue strain on the growing organism and, because of this, lack of adequate controls. The consistency or inconsistency of interpersonal relations is a function not so much of the particular stimulus as of the total conscious and unconscious organismic response.—L. M. Hanks, Jr.

999. Hackman, Ray C., & Moon, Rexford G., Jr. (U. Maryland, College Park.) Are leaders and followers identified by similar criteria? *Amer. Psychologist*, 1950, 5, 312.—Abstract.

1000. Horowitz, Milton W., Lyons, Joseph, & Perlmuter, Howard V. (U. Kansas, Lawrence.) Induction of forces in discussion groups. *Amer. Psychologist*, 1950, 5, 301.—Abstract.

1001. Jahoda, Marie. Consistency and inconsistency in intergroup relations: The problem. *J. soc. Issues*, 1949, 5(3), 4-11.—Consistency and inconsistency are not only logical but also psychological and sociological categories. In intergroup relations some inconsistencies are understood as due to environmental pressures, and some are conscious, while others are unconscious. These concepts may also be regarded as social values for which people strive and which contain pathological overtones. The research problem is to determine the conditions of consistent and inconsistent behavior.—L. M. Hanks, Jr.

1002. Lee, Alfred McClung. A sociological discussion of consistency and inconsistency in intergroup relations. *J. soc. Issues*, 1949, 5(3), 12-18.—Consistency and inconsistency of behavior may be regarded as functions of the value system in society. Values are distinguishable into general levels in terms of the degree of compellingness for behavior. Individuals learn the strategy of acting in reference to morals, which are the ritualistic, formal rules, mores which are the ways of a group, and sentiments which are the personally more permanent ends.—L. M. Hanks, Jr.

1003. Maas, Henry. (U. Chicago, Ill.) Collaboration between social work and the social sciences. *Soc. Wk J.*, 1950, 31, 104-109.—Some of the problems of how to bring about the successful collaboration of social workers and social scientists are discussed by the author in an article which was recently declared the winner of the *Social Worker Journal* Contest Award. Concrete proposals to bring about collaboration are presented.—L. Long.

1004. Penchef, E. H. (Los Angeles (Calif.) State Coll.) The concept of social age. *Sociol. Soc. Res.*, 1950, 34, 177-183.—A discussion of the content, the criteria, and the implications of Clarence M. Case's concept of social age.—J. E. Horrocks.

1005. Pfister, Maria. Zur Psychologie des Flüchtlings. (The psychology of the refugee.) *Gesundh. u. Wohlf.*, 1949, 29, 552-563.—The refugee forced to flee his country under threat of danger finds himself in the new fatherland in a state of insecurity and in a situation altogether foreign to his habits. In every refugee appear the following

psychic reflections: (1) the fear of the persecutor; (2) a profound and instinctive seeking of means of assistance; (3) the attachment to the permanent values of men and of things; (4) the overestimation of the country of asylum.—F. C. Sumner.

1006. Scott, J. P. (Roscoe B. Jackson Memorial Laboratory, Bar Harbor, Me.) Genetic differences in social behavior of dogs. *Amer. Psychologist*, 1950, 5, 261.—Abstract.

1007. Steinzor, Bernard. (Menninger Foundation, Topeka, Kans.) The spatial factor in face to face discussion groups. *J. abnorm. soc. Psychol.*, 1950, 45, 552-555.—Evidence is presented to confirm in part the hypothesis that in a small group seated in a circle, the greater the seating distance between 2 people, the greater the chance that they will follow one another verbally. Although other factors are operative in determining the sequence of statements made, location and seating arrangements appear to play a considerable role in group interaction. Implications of the findings are discussed.—H. P. David.

1008. Sterling, Theodor D., & Rosenthal, Bernard G. (U. Chicago, Ill.) The relationship of changing leadership and followership in a group to the changing phases of group activity. *Amer. Psychologist*, 1950, 5, 311.—Abstract.

1009. Thompson, Clara. Cultural conflicts of women in our society. *Samikšā*, 1949, 3, 125-134.—Modern woman is regarded as having consciously gone a long way from her grandmother's day, but unconsciously she is still influenced by traces of old attitudes resulting in conflicts. Further, it is suggested that women in trying to become free accepted as their blueprint the masculine pattern. Now they should try to find their own pattern for unique contributions.—J. W. Bowles.

1010. Thompson, William R., & Nishimura, Rhoda. (U. Chicago, Ill.) Some determinants of friendship. *Amer. Psychologist*, 1950, 5, 309-310.—Abstract.

1011. Tsai, Loh Seng. (Tulane U., New Orleans, La.) Rivalry and cooperation in white rats. *Amer. Psychologist*, 1950, 5, 262.—Abstract.

1012. White, Leslie A. (U. Michigan, Ann Arbor.) The individual and the culture process. In *AAAS, Centennial*, (see 25: 635), 74-81.—The author questions the currently held thesis that cultural factors arise from the thinking or behavior of individual men. "Culture as culture cannot be explained psychologically at all, let alone on an individual basis. The individual is neither creator nor determinant of the culture process. He is merely a catalyst and a vehicle of expression." "Consideration of the relationship of individuals and culture emphasizes the importance of culture as a determinant of behavior rather than somatic variation."—C. M. Louttit.

1013. Zipf, George Kingsley. Empiric regularities in the frequency-distribution of chemical manufacturers and chemical distributors by product-

diversity in the U. S. A., 1949. *J. Psychol.*, 1950, 30, 195-198.—This study refers to chemicals and chemical raw materials produced by 600 manufacturers, 700 wholesale distributors, and about 35,000 entries in the buyers' guide, looking toward an hypothesis that the production and distribution of goods in the American economy might be highly orderly in terms of population sizes of communities, numbers of manufacturing establishments and retail outlets; and interchange of goods, services and information. Equations are presented showing relations between manufacturers and distributors on the one hand and diversity of products on the other.—R. W. Husband.

(See also abstracts 1289, 1293)

METHODS & MEASUREMENTS

1014. Bessey, Joan L. (Pennsylvania State Coll., State College.) A study of the effect of praise upon respondents' answers in a public opinion poll. *Amer. Psychologist*, 1950, 5, 337-338.—Abstract.

1015. Bogardus, E. (U. Southern California, Los Angeles.) Stereotypes versus sociotypes. *Sociol. Soc. Res.*, 1950, 34, 286-291.—A discussion of the differences between stereotyping and sociotyping. Differences are summed under 10 headings. Advantages of scientific typing are discussed.—J. E. Horrocks.

1016. Elinson, Jack, & Haines, Valerie T. Role of anonymity in attitude surveys. *Amer. Psychologist*, 1950, 5, 315.—Abstract.

1017. Franklin, C. (U. Southern California, Los Angeles.) Three problems of sociological scales. *Sociol. Soc. Res.*, 1950, 34, 191-194.—A discussion relative to the construction and use of scales in sociological research. Three problems encountered in constructing and using the interval and ratio type scales are dealt with: (1) constancy of the units, (2) equality of the units, (3) unidimensionality.—J. E. Horrocks.

1018. Hyman, Herbert. Inconsistencies as a problem in attitude measurement. *J. soc. Issues*, 1949, 5(3), 38-42.—Inconsistency between test and behavior is to be expected because tests attempt to measure attitudes out of social context and aside from their setting among other attitudes. To overcome these defects tests should be designed for particular responses in a particular setting, taking into consideration as many as possible of the effects of such factors as loaded questions and anonymity of response.—L. M. Hanks, Jr.

1019. Kendler, Howard H., & Kendler, Tracy S. A methodological analysis of the research area of inconsistent behavior. *J. soc. Issues*, 1949, 5(3), 27-31.—Consistency and inconsistency are judgments placed on behavior by an observer. If one response differs from another, then the drive, cue, response or reward involved in two differing acts must differ. The problem is not one of consistency but of finding the basic principles applicable to the two or more responses. The problem of consistency stems from

the phenomenological assumptions in the statement of the research problem.—*L. M. Hanks, Jr.*

1020. Klopfer, F. D., & Darsky, B. J. (*State Coll. Washington, Pullman.*) Emotionally toned items in public opinion measurement: I. The detection of emotionally toned items; a preliminary study. *J. Psychol.*, 1950, 30, 183-190.—The authors point out that while intensity in attitude and opinion measurement has been tackled, no clear distinction has been made between intellectual and affective certainty. 32 situations possibly faced by married couples were drawn up on an 11-point scale, covering an emotional range from low to high, and given to 503 interview respondents sampled around the state of Washington. The authors report a positive growth function between emotional tone and proportion of emotional responses, suggesting the latter can be used as an index of emotional tone.—*R. W. Husband.*

1021. Meier, Norman C. (*U. Iowa, Iowa City.*) Instrument measurement of audience reactions. *Amer. Psychologist*, 1950, 5, 317-318.—Abstract.

1022. Rundquist, Edward A. Response sets: a note on consistency in taking extreme positions. *Educ. psychol. Measmt.*, 1950, 10, 97-99.—A report of the consistency of 111 factory girls in taking extreme positions on scales of the Like—Indifferent—Dislike or the Agree—Undecided—Disagree type. Two situations were used. In one, the girls described themselves by indicating how well each of 200 descriptive words and phrases applied to them. In the second situation, the girls indicated how well they liked or disliked each of 100 activities. A correlation of .40 was reported between the tendency to take extreme positions in describing personal traits and in describing interests.—*J. E. Horrocks.*

(See also abstract 659)

CULTURES & CULTURAL RELATIONS

1023. Black, Percy, & Atkins, Ruth Davidson. (*U. Chicago, Ill.*) Conformity versus prejudice as exemplified in white-Negro relations in the South: some methodological considerations. *J. Psychol.*, 1950, 30, 109-121.—The purpose of this paper is to suggest a frame of reference for the study of racial prejudice. It is suggested that description and analysis of prejudice against Negroes or other groups can best be accomplished in terms of deviation from the accepted patterns of behavior in the general socio-culture of the region or community where it is found. If there were no deviation, there could be no prejudice. Behavior patterns of prejudiced, conformers, and pro-Negroists are cited, with a suggestion of a modified Thurstone-type scale to measure degree of racial prejudice.—*R. W. Husband.*

1024. Chattopadhyay, K. P. The tribal problem and its solution. *Eastern Anthropol.*, 1949, 3(1), 15-21.—The principal reasons for mistakes by officials in administration of tribal groups in India are ignorance of tribal economic life and social customs and institutions, and lack of training in social anthropology. The best way to advance the culture

of primitive people is by careful study of their own economic and social structure. Encouragement of socialized forms of production and distribution already prevalent in the culture, introduction of modern tools and methods into the economic life of the tribe, and stimulation of acculturation by teaching methods which utilize relevant cultural details in the tribe are essential to this program of transformation and advance of the tribes.—*E. A. Rubinstein.*

1025. Dube, S. C. Some aspect of the tribal problem. *Eastern Anthropol.*, 1949, 3(1), 28-35.—Detailed suggestions are made for the administration and rehabilitation of primitive tribes in India. It is necessary that individual tribes be studied in regard to their basic problems and needs. There should be specialized training for social workers in the tribal areas and also practical training for administrative officers. Such specific problems as health, economic welfare, education, socio-religious reforms, and problems of acculturation deserve immediate attention. There is need for greater application of anthropology to the practical problems of socio-cultural reconstruction.—*E. A. Rubinstein.*

1026. Ehrenfels, U. R. Aboriginal womanhood and culture contact. *Eastern Anthropol.*, 1949, 3(1), 48-54.—Regardless of whether the contact is with a patriarchal or matrilineal culture, aboriginal womanhood seems adversely affected. The equality between the sexes is disrupted and the comparatively high status of aboriginal womanhood becomes lowered upon contact with the new culture. Examples from two different acculturation areas in India, one involving a patriarchal group and one a matrilineal group, are presented to illustrate this point. It is suggested that "application of matrilineal principles such as matrilocality or ownership and inheritance of certain commodities, by women, would go a long way to re-establish the former harmonious equilibrium between the sexes in aboriginal society."—*E. A. Rubinstein.*

1027. Felton, Ralph A. These my brethren; a study of 570 Negro churches and 1542 Negro homes in the rural South. Madison, N. J.: Dept. of the Rural Church, Drew Theological Seminary, 1950. 102 p. 40¢.—The results of this survey show that the rural Negro family is producing more future citizens for America than the average white family, yet these children have four grades less schooling, and the majority live in unpainted, unscreened houses with unsanitary toilets. Their chief social activity is in the church, yet 9.6% more churches were decreasing than growing in membership, only 8.2% of them had resident pastors, and services were held on the average of once or twice a month. Church leaders could revitalize the Negro life of the rural south, overcome inertia and despair with prospects of farm ownership and increasing standards of living.—*P. E. Johnson.*

1028. Flowerman, Samuel H., Stewart, Naomi, & Strauss, Marion. Further investigation of the validity of "authoritarianism" as predictive of

ethnic prejudices. *Amer. Psychologist*, 1950, 5, 307-308.—Abstract.

1029. Gewirtz, Jacob L. (U. Chicago, Ill.) An investigation of aggressive behavior in the doll play of young Sac and Fox Indian children, and a comparison to the aggression of Midwestern white preschool children. *Amer. Psychologist*, 1950, 5, 294-295.—Abstract.

1030. Gundlach, Ralph H. Effects of on-the-job experience with Negroes upon the racial attitudes of white workers in union shops. *Amer. Psychologist*, 1950, 5, 300.—Abstract.

1031. Harmeling, Peggy C. Therapeutic theater of Alaska Eskimos. *Group Psychother.*, 1950, 3, 74-76.—The Eskimos at Cape Prince of Wales conduct a primitive form of psychodrama in their community igloo. During the six-months winter they gather there and stage a pantomime of the emotional experiences of their lives, accompanied by an orchestra of drums. No emotions are hidden, and the Eskimos laugh at their own mistakes objectively.—V. Johnson.

1032. Kagan, Henry Enoch. (Columbia U., New York.) Methods for changing the attitude of Christian toward Jew. *Amer. Psychologist*, 1950, 5, 300.—Abstract.

1033. Kahn, Lessing A. (Johns Hopkins U., Baltimore, Md.) The organization of attitudes toward the Negro as a function of education. *Amer. Psychologist*, 1950, 5, 299.—Abstract.

1034. Kluckhohn, Clyde. (Harvard U., Cambridge, Mass.) Painting with sand. 16mm. motion picture film, color, sound, 388 feet, 11 minutes; 1950. Available through Encyclopaedia Britannica Films Inc., 207 S. Green St., Chicago 7, Ill. \$100.00.—A Navaho healing ceremony is portrayed by documentary photography. Medicine men undertake to cure a sick child by ritual invocation of divine beings, the ritual centering about a carefully prepared and richly symbolic sand-painting. The preparation of the painting and the ceremony itself are shown in detail.—Kendon R. Smith.

1035. Lee, Dorothy. (Vassar Coll., Poughkeepsie, N. Y.) Notes on the conception of the self among the Wintu Indians. *J. abnorm. soc. Psychol.*, 1950, 45, 538-543.—"The Wintu Indians of Northern California have a conception of the self which is markedly different from our own." They conceive of the self not as strictly defined but as a concentration which gradually fades and gives place to the other. Most of what is other for us is generally identified with the self for the Wintu. Data from the Wintu culture are cited.—H. P. David.

1036. Lee, Irving J. (Northwestern U., Evanston, Ill.) How do you talk about people? New York: Anti-Defamation League of B'nai B'rith, 1950. 38 p. 25¢.—Eight hours training to differentiate between observations and inference statements was given 600 people by having them make severely factual accounts of 12 situations. The people did not resist the instruction, and a reduction in tension in

class discussions was reported. No controls were used, but it is believed that such training in semantics can help combat prejudice.—G. K. Morlan.

1037. Majumdar, D. N. The changing canvas of tribal life. *Eastern Anthropol.*, 1949, 3(1), 40-47.—It is no longer necessary to make descriptive studies of tribal life in India. Sufficient investigation has already been made along this line and, furthermore, "the dynamics of culture change has become more important than the monographic delineation of isolated tribal cultures." Various problems among the aboriginals stemming from the growing industrialization in India and the changing social economy are discussed.—E. A. Rubinstein.

1038. Meyer-Ginsberg, Aniela. (Salvador, Bahia, Brazil.) Le choix du compagnon de banc; resultat d'une enquête faite entre des élèves d'une école primaire à Bahia. (The choice of a seat partner; results of a poll conducted among the pupils of an elementary school in Bahia.) *Z. Kinderpsychiat.*, 1949, 16, 121-123.—A sociometric study of 723 students aged 6 to 20 years and of both sexes was made in connection with choice of seat partner in the classroom. There was a slight tendency to choose a partner in relation to one's own color with the tendency increasing with age. Age and sex were positive factors in choice. Mulattoes were most frequently chosen several times.—R. Lassner.

1039. Naik, T. B. Labour problems of tribal Gujarat. *Eastern Anthropol.*, 1949, 3(1), 22-27.—The economic difficulties and labor conditions of various tribes working in industries in this west-central region in India are described. Various measures such as increased employment, education for children, fixed wages, and making illegal the use of forced labor are suggested to help solve these problems.—E. A. Rubinstein.

1040. Roberts, S. Oliver. (Fisk U., Nashville, Tenn.) Socio-economic status and performance over a four-year period on the ACE of Negro college women from the North and South. *Amer. Psychologist*, 1950, 5, 295.—Abstract.

1041. Rokeach, Milton. (Michigan State Coll., East Lansing.) "Narrow-mindedness" and ethnocentrism. *Amer. Psychologist*, 1950, 5, 308.—Abstract.

1042. Rose, Arnold M. (U. Minnesota, Minneapolis.) The Negro's morale; group identification and protest. Minneapolis, Minn.: University of Minnesota Press, 1949. ix, 153 p. \$2.50.—Group identification is a defensive response that becomes a means for aggressive attack. Group identification and morale were negligible under slavery and has slowly grown. Color differences, opportunities afforded unfavorable status of group, personal and social disorganization have retarded group identification; Negro newspapers and community organizations have promoted it. Feeling for other colored groups is favorable, but the feeling is not generally reciprocated. Negroes are not very friendly toward Jews but are less anti-Semitic than white Christians. As Negroes gain further victories, group identifica-

tion and protest will grow until real democracy and integration are achieved. Twenty research projects are suggested. 123 item bibliography.—G. K. Morlan.

1043. Sherif, Muzafer. The problem of inconsistency in intergroup relations. *J. soc. Issues*, 1949, 5(3), 32-37.—Intergroup consistency and inconsistency cannot be regarded apart from the larger problem of prejudice as it relates to social distance and ego attitudes. Inconsistency arises not only from differing cross-pressures but from the complex demands of membership in a particular group in a particular setting.—L. M. Hanks, Jr.

1044. Srivastava, S. K. Some problems of culture contacts among the Tharus. *Eastern Anthropol.*, 1949, 3(1), 36-39.—Despite the development of social consciousness and the desire to reach the level of the high caste Hindus with whom they have come in contact, the members of this primitive group have not changed much of their material culture. For various reasons reformist groups have been unable to change the cultural pattern of the Tharus.—E. A. Rubinstein.

1045. Stone, Doris Z. The Boruca of Costa Rica. *Pap. Peabody Mus.*, 1949, 26(2), viii, 50 p.—Features of a small Indian village are catalogued with particular reference to material culture and some attention to life cycle, social structure and folklore. Frequent comparison is made with the findings of earlier observers. The appendices give a Boruca vocabulary of plant and animal names and also a comparison of the names of certain common objects as given by five earlier observers.—L. M. Hanks, Jr.

1046. von Furer-Haimendorf, Christoph. Anthropology and administration in the tribal areas of the North East Frontier. *Eastern Anthropol.*, 1949, 3(1), 8-14.—There is danger of oversimplification of the aboriginal problem and a mistaken belief that a single method of administration is applicable for the supervision of all aboriginal groups. The author demonstrates this point by illustration from various Indian (Asiatic) groups. "If we take as axiomatic that every people however primitive or civilized has a right to its own way of life and to the development of its traditional culture, respect for tribal institutions and customs must be regarded as the primary duty of every administrator. . . . Anthropology offers the opportunity to base this respect not on vague sympathy but on concrete knowledge and insight."—E. A. Rubinstein.

1047. Whitman, C. (Fish U., Nashville, Tenn.) Perspective in racial theory. *Sociol. Soc. Res.*, 1950, 34, 360-364.—A discussion leading to an "integration of three significant hypotheses in racial theory and the implications of this integration for general social theory." The hypotheses used were originally advanced by Oliver C. Cox, Robert E. Park, and W. Lloyd Warner.—J. E. Horrocks.

1048. Winslow, Charles N. (Kent (O.) State U.), & Brainerd, James E. A comparison of the reactions of whites and Negroes to frustration as measured by

the Rosenzweig Picture-Frustration Test. *Amer. Psychologist*, 1950, 5, 297.—Abstract.

(See also abstracts 915, 935, 950, 963, 1262)

SOCIAL INSTITUTIONS

1049. Barkley, Key L. (North Carolina State Coll., Raleigh.) A study of attitudes toward war as held and developed by civilian females during peace and during war. *Amer. Psychologist*, 1950, 5, 245.—Abstract.

1050. [Coffey, Hubert; Freedman, Mervin; Leary, Timothy; & Ossorio, Abel.] Psychological service and research; problems in collaboration. *J. soc. Issues*, 1950, 6(1), 14-24.—Research and therapy projects must meet the conscious needs of a community which itself is actively seeking solution of its problems. The divergent interests of the community in group benefits and the psychologists in research must be harmonized in common, mutually understood objectives.—L. M. Hanks, Jr.

1051. Cope, J. Raymond. (First Unitarian Church, Berkeley, Calif.) The church studies its emerging function. *J. soc. Issues*, 1950, 6(1), 5-13.—In order that its community functions might be performed more adequately, a church sponsored group therapy sessions for its members over a period of two years without benefit of participation by the local clergyman. The sessions appear to have helped the individual members to meet their problems, have increased church participation and have received the general backing of the community.—L. M. Hanks, Jr.

1052. Devereux, George. Mohave paternity. *Samikšā*, 1949, 3, 162-194.—The Mohave believe that the child's body is composed of male sperm mixed with menstrual blood and increasing quantities of sperm increase the likeness of the child to the father. The implications of this belief are discussed in detail. 49-item bibliography.—J. W. Bowles, Jr.

1053. Diel, Paul. La divinité. Étude psychanalytique. (The deity. A psychoanalytic study.) Paris: Presses Universitaires de France, 1950. 218 p. 460 fr.—Freud has confused the subconscious (the pathologic, the affective imagination) with the super-conscious (the creative imagination, the evolutionary objective of the race.) Subconscious feelings are causes of deformation, super-conscious feelings of formation. In the myths of all peoples, the realization of harmony, the ideal goal, is expressed in the "God" symbol. God is not an illusion; God is a myth. The psychology of motivation is the key to the translation of mythical symbols. The analysis is developed in two sections: the history and evolution of the God symbol; God and man, metaphysical symbols, the concept of God-as-Judge. 48 references.—G. Rubin-Rabson.

1054. Eister, Allan W. (Southern Methodist U., Dallas, Tex.) Drawing-room conversion; a sociological account of the Oxford Group movement. Durham, N. C.: Duke University Press, 1950. xiv, 236 p. \$3.50.—The Oxford Group Movement is

not a sect that demands a rigid pattern of life in a closed community withdrawn from society; but a cult which appeals to an emotional need of persons in society by offering the satisfactions of congenial association in an enterprise that simplifies problems and resolves conflicts in open sharing and mutually approving idealism. Intellectual considerations are reduced as secondary to religious faith and moral devotion; yet without demanding literal adherence to any creed or membership in rigid organization. 262-item bibliography.—P. E. Johnson.

1055. Hall, Edward T., Jr. **Military government on Truk.** *Hum. Organisation*, 1950, 9(2), 25-30.—Applying anthropology to help administer a foreign culture is complicated not only by the foreign culture itself but by the peculiar sub-culture of the administrators. The difficulties of military government on the island of Truk are illustrated in a variety of context dealing with such topics as native work habits, election of chiefs, deception, the effect of old grievances and ethnocentrism. To be successful, anthropologists must know both the cultures of the administrator and the administrated.—L. M. Hanks, Jr.

1056. Huffman, Phyllis E., & Levinson, Daniel J. (Western Reserve U., Cleveland, O.) **Authoritarian personality and family ideology: I. A scale for the measurement of traditional family ideology.** *Amer. Psychologist*, 1950, 5, 307.—Abstract.

1057. Nickell, Paulena (Iowa State Coll.), & Dorsey, Jean Muir. **Management in family living** (2nd ed.) New York: Wiley, 1950. x, 639 p. \$4.75.—The original 1942 edition has been completely revised, but the book "remains what it was when it was first written—a study of (1) the place of management in homemaking and family life, (2) the development of methods of analyzing and solving the management responsibilities in family living, and (3) the role of the democratic home in the development of the socially adjusted individual."—L. H. McCabe.

1058. White, Ralph K. **The meaning of "democracy" in the Soviet ideology.** *Amer. Psychologist*, 1950, 5, 301-302.—Abstract.

(See also abstracts 667, 1332)

LANGUAGE & COMMUNICATION

1059. Black, John W. (Ohio State U., Columbus.) **Some effects upon voice of hearing tones of varying intensity and frequency while reading.** *Speech Monogr.*, 1950, 17, 95-98.—18 male subjects heard tones of varying intensity and frequency while reading nonsense syllables including the single vowel [A]. The reading of the S's was recorded and analyzed for intensity and frequency. "The data gave no indication that vocal pitch was affected by the frequency of a stimulus tone that sounded in a speaker's ear during reading. Both the intensity and pitch of voice were affected by the level of the tone that was heard."—J. Matthews.

1060. Black, Max. (Cornell U., Ithaca, N. Y.) **Language and philosophy; studies in method.** Ithaca, N. Y.: Cornell University Press, 1949. xiii, 264 p. \$3.50.—All but two (The Justification of Induction, Korzybski's General Semantics) of the essays comprising this volume have previously been published in various philosophical journals. Tied together only by the theme that linguistic considerations are relevant to some philosophical topics, the various pieces range over a wide field, including problems of linguistic method in philosophy, vagueness and logical analysis, semantic definition of truth, questions about emotive meaning, and criticisms concerning the linguistic ideas of Russell, Wittgenstein, Morris, and Ogden and Richards. Author has added a section of notes and references to reply to his critics.—J. R. Kantor.

1061. Crowell, Laura. (U. Washington, Seattle.) **Franklin D. Roosevelt's audience persuasion in the 1936 campaign.** *Speech Monogr.*, 1950, 17, 49-64.—A critical study of 7 speeches of Roosevelt during 1936 campaign. The setting of each speech is described and the author speculates concerning the persuasive elements employed by Roosevelt. No experimental evidence is cited. The author concludes, "Hence, playing his selection of speech occasion and subject for utmost advantage in audience approval, employing his extraordinary resources of thought, language and voice to recapture the faith of the American voters in his leadership, Roosevelt achieved a stump-speaking campaign of such calibre as to assist him significantly in his successful candidacy for re-election in 1936."—J. Matthews.

1062. Curry, E. Thayer. (U. Illinois, Urbana.) **An experimental study of the relative identification thresholds of nine American vowels.** *Speech Monogr.*, 1950, 17, 90-94.—16 trained phoneticians listened to random order presentations of 9 vowels. These vowel stimuli had a range of 3.9 db. Stimulus intensity was attenuated by 1 db steps and phoneticians transcribed stimuli. With intensity constant the vowels did not have equivalent thresholds of correct identification. "This suggests that some factor, unique to each vowel, in addition to intensity makes the identification of each vowel possible. Because of the increasing use of tests of speech reception in which vowels of equal intensity are used, the implications of this study should certainly be explored further."—J. Matthews.

1063. Dickens, Milton (U. Southern California, Los Angeles), Gibson, Francis, & Prall, Caleb. **An experimental study of the overt manifestations of stage fright.** *Speech Monogr.*, 1950, 17, 37-47.—40 male college students gave short speeches before 61 expert judges who rated each speaker on a scale of observable degrees of stage fright. Sound motion pictures were made. Several weeks later the judges rated voices on sound tracks for "observable degrees of stage fright." After another lapse of weeks, judges rated the silent motion pictures. The pooled judges ratings (JR) of as few as 5 experts proved to

be quite reliable (.92 to .98). Speakers rated themselves by means of Personal Report of Confidence of Speakers (PRCS). Correlation between JR scores and PRCS scores was $+.59 \pm .104$. Judges tended to underestimate students' fears more frequently than to over-estimate them.—*J. Matthews.*

1064. Grace, Harry A. (U. Illinois, Urbana.) An experimental study of the process of communication. *Amer. Psychologist*, 1950, 5, 298.—Abstract.

1065. Hayes, Keith J. (Yerkes Laboratories of Primate Biology, Orange Park, Fla.) Vocalization and speech in chimpanzees. *Amer. Psychologist*, 1950, 5, 275-276.—Abstract.

1066. Henneman, Richard H. (U. Virginia, Charlottesville.) The intelligibility of highly speeded speech for purposes of auditory communication. *Amer. Psychologist*, 1950, 5, 361.—Abstract.

1067. Licklider, J. C. R. (Harvard U., Cambridge, Mass.) The duration of an error in speech perception. *Amer. Psychologist*, 1950, 5, 269.—Abstract.

1068. Newman, Edwin B. (Harvard U., Cambridge, Mass.) Two methods of evaluating the sequential structure of vowels and consonants. *Amer. Psychologist*, 1950, 5, 276.—Abstract.

1069. Nikiforova, O. I. Rol' predstavlenii v vospriiatii slova, frazy i khudozhestvennogo opisaniia. (The role of ideas in the perception of words, phrases, and literary description.) *Izv. Akad. pedagog. Nauk RSFSR*, 1947, No. 7, 121-162.—The reported investigation shows that ideas perform essential functions in perceiving a word, phrase, or descriptive passage. This is true even when ideas are "undeveloped," as there are cases where "the conditions of the perception require the ideas to be incomplete, to be . . . in embryo." In literary descriptions the reader has not only to locate the "subject of the context," but also to get a vivid image of the subject described, which thereupon directs and determines subsequent perception. Under its influence all the following sentences are perceived in quite a different way from when "perceived independently of the context or prior to getting into the passage."—*I. D. London.*

1070. Osgood, Charles E., & Heyer, Albert W., Jr. (U. Illinois, Urbana.) Objective studies in meaning. II. The validity of posed facial expressions as gestural signs in interpersonal communication. *Amer. Psychologist*, 1950, 5, 298.—Abstract.

1071. Sokolov, A. N. Psikhologicheskii analiz ponimaniia inostrannogo teksta. (Psychological analysis of comprehension of foreign textual material.) *Izv. Akad. pedagog. Nauk RSFSR*, 1947, No. 7, 163-190.—The highest degree of comprehension of foreign textual material is attained when the semantic, syntactical, and contextual aspects of the words are fused into one meaningful whole. The phenomenon of insight, according to this study, is an act of "shortcircuiting" the elements of the situation into a single whole, ideational or contextual. "The

process behind this may be described as 'sense integrating,' which consists in locating 'sense landmarks' or 'key words' in the passage with a maximum of anticipation of the following content."—*I. D. London.*

1072. Suci, George J., & Osgood, Charles E. (U. Illinois, Urbana, Ill.) Objective studies in meaning. I. A graphic method for representing interrelationships among meaningful concepts. *Amer. Psychologist*, 1950, 5, 297-298.—Abstract.

1073. Swanson, Charles E. (U. Minnesota, Minneapolis.), Jenkins, James, & Jones, Robert L. President Truman speaks: a study of ideas vs. media. *Journalism Quart.*, 1950, 27, 251-262.—The way in which each individual relates ideas to his own needs and values has more effect upon recall than repetition of a theme by either speaker or media, is the main conclusion of this study of a major address by President Truman. The method included (1) observations of the speaker and his audience, (2) observation of the effects of the telecast on two different groups, (3) analysis of the content of stories about the speech in two newspapers and in the newscasts of two radio stations, and (4) interviews with 415 adults. A pattern for future studies is suggested for learning the relationship between what happens as a news event, what is reported in the media and what the audience thinks happens.—*V. Goertzel.*

(See also abstracts 819, 1174, 1255, 1351)

CLINICAL PSYCHOLOGY, GUIDANCE, COUNSELING

1074. Gobbi, E. Il servizio cantonale ticinese d'igiene mentale. (Mental hygiene service in the canton of Ticino.) *Z. Kinderpsychiat.*, 1950, 17, 61-64.—A special law, serving as the basis for extra-mural psychiatry in the canton, provides a multifaceted approach—medical, social, psychological—in the restoration of mental health.—*G. Rubin-Rabson.*

1075. Meng, Heinrich. Die psychohygiene an der Universität. (Mental hygiene at the university.) *Gesundh. u. Wohlf.*, 1949, 29, 350-352.—The author shows how mental hygiene is being taught not only as a specialty but also in connection with various other branches of academic instruction in the Faculty of Medicine and other Faculties of the University of Basel.—*F. C. Sumner.*

1076. Pfister, H. O. Entwicklungsprobleme der schweizerischen Psychohygiene. (Problems in the development of Swiss mental hygiene.) *Gesundh. u. Wohlf.*, 1949, 29, 327-333.—Pioneers in Swiss mental hygiene are mentioned. Special problems in the development today of Swiss mental hygiene are briefly discussed: the bringing about of legislation for the general health protection; propagandistic and educational work; sexual enlightenment of youth; combatting of prostitution; medical care in industry; welfare provisions according to psychohygienic viewpoints; treatment of alcoholics; school hygiene;

vocational counseling; social medicine and social work; training of social workers from the mental hygiene standpoint; cooperation of private and state welfare institutions.—F. C. Sumner.

1077. Pomeroy, Donald S. (U. Illinois, Urbana.) Ameliorative effects of "counseling" upon maze performance following experimentally induced stress. *Amer. Psychologist*, 1950, 5, 327.—Abstract.

1078. Porter, Edgar B. (Office of Vocational Rehabilitation, Washington, D. C.) What is rehabilitation? *J. Rehabil.*, 1950, 16(4), 3-7.—In attempting to formulate a definition of rehabilitation the author discusses why it is not a process, a program, a method, a technique, or a service. To him, rehabilitation is the state of individual well-being resulting from the elimination or reduction of handicap to the fullest possible extent.—L. Long.

1079. Roff, Merrill. (U. Minnesota, Minneapolis.) Intra-family resemblances in personality characteristics. *J. Psychol.*, 1950, 30, 199-227.—39 studies are reviewed on intra-family resemblances in personality characteristics, in an attempt to estimate the extent to which developmental outcome can be predicted from appraisals of the same characteristics in other members of the family. The reviewer concludes: "Significant resemblance has been reported for all characteristics reviewed, and resemblance high enough to be of predictive importance has been found for many." Typical conclusions are: resemblance of both sons and daughters to mothers may be higher than that to fathers when children are immature, but this difference will not be found at maturity; daughters tend to resemble both parents more than do sons on measures of attitude and opinion, and perhaps on some other variables; there is no indication for any variable that mother-son or father-daughter resemblance is greater than that for other pairings. 39 references.—R. W. Husband.

(See also abstracts 711, 728, 1231)

METHODOLOGY, TECHNIQUES

1080. English, O. Spurgeon. (Temple U., Philadelphia, Pa.) Psychiatry's contributions to family life. *Marriage Fam. Living*, 1950, 12, 3-5.—The contributions of psychiatry to family life stem from its contribution to the greater understanding of the emotional dynamics of family life and from the actual services which psychiatrists have rendered toward the improvement of family life. With the realization that home life is very important in the development of the emotional life of the child; that it is the "source-place of love"; that it needs also to be the "great shock absorber of emotional immaturities"; and that neurosis, psychosis, psychosomatic disease, and delinquency have their roots in a large measure in environmental circumstances, the psychiatrist is interested in being a family and marriage counselor and is ready to cooperate with other individuals and agencies working in this field.—L. H. McCabe.

1081. Erickson, Clifford E. (Michigan State U., E. Lansing.) *The counseling interview*. New York: Prentice-Hall, 1950, vii, 174 p. \$1.75.—Counselor-directed interviewing, counselee-directed interviewing, and the cooperative approach are discussed. Considerable emphasis is placed upon the necessity for understanding the origin and nature of problems. Many suggestions to interviewers and methods of evaluating the interview are given. The organization of the counseling program is described. Several cases along with background material are presented. Some ABC's of interviewing and a selected bibliography are included.—G. C. Carter.

1082. Holman, Charles T. *Psychology and religion for everyday living*. New York: Macmillan, 1949. x, 178 p. \$2.50.—Fifteen problems of everyday, normal living are discussed and the help Christianity and dynamic psychology can provide the person who is disturbed but not seriously ill is explained. Childhood training, growing up, habit, worry, the blues, feeling of inferiority, hate, fear, conscience, disguises, how forgiveness promotes health are some of the topics discussed.—G. K. Morlan.

1083. Jessen, Margaret S. (San Francisco (Calif.) State Coll.) A variation of the cross-questionnaire technique applied to parent-child relationships in the counseling process. *Amer. Psychologist*, 1950, 5, 354-355.—Abstract.

1084. Kogan, Leonard S. (Community Service Society, New York.) Dollard and Mowrer's Discomfort-Relief Quotient (D.R.Q.) in dictated and verbatim social casework interviews. *Amer. Psychologist*, 1950, 5, 301.—Abstract.

1085. McClelland, William A. (Brown U., Providence, R. I.), & Sinaiko, H. Wallace. An investigation of a counselor attitude questionnaire. *Educ. psychol. Measmt.*, 1950, 10, 128-133.—An investigation to determine the effectiveness of the Chase Questionnaire in the quantitative measurement of a counselor's attitudes toward his own behavior in a counseling situation and toward various counseling techniques. Thirteen "expert counselors" were asked to re-evaluate the Chase Questionnaire with the result that 40 scorable items were agreed upon and a "Minnesota" key was formulated. The questionnaire was administered to 159 selected students in guidance and psychology courses at the University of Minnesota. The completed questionnaires were scored with the Minnesota key and with the Chase key for the 40 scorable items. An assessment of the effects of instruction upon counseling attitudes was also included in the investigation.—J. E. Horrocks.

1086. Pepinsky, Harold B., Clyde, Robin J., Olesen, Barbara A., & Pielstick, Norval L. (State Coll. Washington, Pullman.) Individual personality and behavior in a social group. *Amer. Psychologist*, 1950, 5, 347-348.—Abstract.

1087. Rosenbaum, Gerald. (Wayne U., Detroit, Mich.) Stimulus generalization as a function of

clinical anxiety. *Amer. Psychologist*, 1950, 5, 327.—Abstract.

(See also abstract 1229)

DIAGNOSIS & EVALUATION

1088. Barnes, T. Cunliffe. (Hahnemann Medical Coll., Philadelphia, Pa.) Electroencephalographic validation of the Rorschach, Hunt, and Bender Gestalt Tests. *Amer. Psychologist*, 1950, 5, 322.—Abstract.

1089. Burik, Theodore E. (Fordham U., New York.) Relative roles of the learning and motor factors involved in the digit symbol test. *J. Psychol.*, 1950, 30, 33-42.—The digit symbol test is used in the Wechsler-Bellevue as a diagnostic measure of new learning; but actually it is uncertain just what it does measure. A crucial experiment was tried on 50 high school girls, measuring associational learning and also several simple tests of eye-hand coordination. It was shown that the digit symbol is significantly related to dotting, tapping, and cancellation; hence it involves both learning and motor factors, but actually more of the latter, since the efficient performer on the digit symbol test is not necessarily the fastest learner.—R. W. Husband.

1090. Chapman, Robert L. (New York U.) The objective measurement of temperament: the dot comparison test. *Amer. Psychologist*, 1950, 5, 283.—Abstract.

1091. Cox, Beverly (Northwestern U., Evanston, Ill.), & Sargent, Helen. TAT responses of emotionally disturbed and emotionally stable children: clinical judgment versus normative data. *J. proj. Tech.*, 1950, 14, 60-74.—TAT responses of a group of "stable" and "disturbed" seventh grade boys indicate that the "disturbed" child shows far greater constriction than the "stable" boy. 15 TAT protocols from well-adjusted children were submitted to experienced clinicians who were asked to rate them as "stable" or "disturbed." A significant error was found in the classification. The authors hypothesize that the source of the error may result from an uncritical generalization from pathological material. 24-item bibliography.—B. J. Flabb.

1092. Davidson, Helen H. (City Coll., New York.) A measure of adjustment obtained from the Rorschach protocol. *J. proj. Tech.*, 1950, 14, 31-38.—A list of 17 signs which may be obtained easily from a Rorschach protocol is presented as a device for measuring adjustment. Evidence of the internal consistency of these signs is given and it is shown that the list differentiates among individuals and between groups. The need for further studies of reliability and validity is pointed out.—B. J. Flabb.

1093. Fosberg, Irving Arthur. (VA Hospital, New Orleans, La.) A study of the sensitivity of the Szondi Test in the sexual and paroxysmal vectors. *Amer. Psychologist*, 1950, 5, 326-327.—Abstract.

1094. Foulds, G. A., & Raven, J. C. (The Crichton Royal, Dumfries, Scot.) An experimental survey with Progressive Matrices (1947). *Brit. J.*

educ. Psychol., 1950, 20, 104-110.—Results obtained from administering Progressive Matrices (1947), described as a non-verbal test of intellectual ability for use with superior subjects, are analyzed. For sample populations ranging in age from 10½ years to adult retest reliability is not satisfactory below 11 years of age. Validity is illustrated in terms of differences in mean score among groups of children and adults in various educational situations. For a 40-minute test period, in a group of university students, there is no evidence of ceiling effects.—R. C. Strassburger.

1095. Goodman, Howard W. (U. Pittsburgh, Pa.) An experimental investigation of the affective value of color on the Rorschach Test. *Amer. Psychologist*, 1950, 5, 321-322.—Abstract.

1096. Holt, Robert R. (Menninger Foundation, Topeka, Kans.), & Thompson, Charles. Bibliography for Thematic Apperception Test. *J. proj. Tech.*, 1950, 14, 82-100.—377-item bibliography on the Thematic Apperception Test, substantially complete through 1949. The bibliography is classified according to principal references, research studies using the TAT, case studies using the TAT, methodological studies of projective tests, unpublished references, and several other categories. (Reprints 25¢.)—B. J. Flabb.

1097. Klein, George S. (Menninger Foundation, Topeka, Kan.), & Schlesinger, Herbert J. Perceptual attitudes of "form-boundedness" and "form-ability" in Rorschach responses. *Amer. Psychologist*, 1950, 5, 321.—Abstract.

1098. McQuitty, Louis L. (U. Illinois, Urbana.) Effective items in the measurement of personality integration. *Amer. Psychologist*, 1950, 5, 314-315.—Abstract.

1099. Mann, William A. (Michigan State Coll., East Lansing.) The validation of the Cornell Index for freshmen at Michigan State College. *Amer. Psychologist*, 1950, 5, 349-350.—Abstract.

1100. Meltzoff, Julian. (VA Mental Hygiene Clinic, Philadelphia, Pa.) The effect of mental set and item structure upon response to a projective test. *Amer. Psychologist*, 1950, 5, 326.—Abstract.

1101. Miller, Daniel R., Sanders, Richard, & Cleveland, Sidney E. (U. Michigan, Ann Arbor.) The relationship between examiner personality and obtained Rorschach protocols; an application of interpersonal relations theory. *Amer. Psychologist*, 1950, 5, 322-323.—Abstract.

1102. Mitchell, Howard E. (U. Pennsylvania, Philadelphia.) Social class and race as factors affecting the role of the family in Thematic Apperception Test stories. *Amer. Psychologist*, 1950, 5, 299-300.—Abstract.

1103. Mussen, Paul H. (U. Wisconsin, Madison.) The reliability and validity of the Horowitz Faces Test. *J. abnorm. soc. Psychol.*, 1950, 45, 504-506.—It is concluded (see 25: 312) that "the Horowitz Faces Test is a highly reliable, internally consistent attitude test." Validity was believed to be indicated

by the finding that those who showed a greater degree of prejudice in their tests also showed more prejudice in a behavioral situation involving choice of camp cabin-mates.—H. P. David.

1104. Noller, Paul A., & Weider, Arthur. (U. Louisville, Ky.) A normative study of human figure drawings for children. *Amer. Psychologist*, 1950, 5, 319-320.—Abstract.

1105. Porteus, Stanley D. *The Porteus Maze Test and intelligence*. Palo Alto, Calif.: Pacific Books, 1950. vi, 194 p. \$4.00.—A summary of 35 years of experience in psychology, including research with the feeble-minded, the delinquent and criminal, the psychotic and with primitive peoples. The author discusses intelligence, mental diagnosis and historically covers validation methods. He presents the more significant research on the Maze Test in the past ten years particularly indicating its relation to recent developments in psychosurgery. Reference is made to important studies in which the Maze has been used, both here and abroad. Appended are examples for scoring many lines and age-score ratio tables. 91 references.—J. Barron.

1106. Rook, LeRoy H. (U. Oklahoma, Norman.) A comparison of the methods of scoring the Rorschach method: Beck, Hertz, Klopfer. *Proc. Okla. Acad. Sci.*, 1948, 28, 113-117.—For instruction, the method of Klopfer is superior; for psychological research, that of Hertz is preferred; and for the clinician, that of Beck is best.—M. O. Wilson.

1107. Rosenberger, Gabriella; Brogden, Hubert E., & Klieger, Walter A. (Personnel Research Section, AGO, Army, Washington, D. C.) Validity of test constructors' judgment of personality inventory items. *Amer. Psychologist*, 1950, 5, 283.—Abstract.

1108. Rosenzweig, Saul. (Washington U., St. Louis, Mo.) A method of validation by successive clinical predictions. *J. abnorm. soc. Psychol.*, 1950, 45, 507-509.—"A method for validating projective techniques projectively" is suggested. Trial and error are used systematically "with a succession of hypotheses being advanced, checked, rejected or revised until finally the character of the instrument . . . has been defined as a result of empirical investigation." "The unique virtue of the recommended procedure of validation lies in its permitting the new instrument to define its own peculiarities regardless of the assumptions that may have led to its construction."—H. P. David.

1109. Rosenzweig, Saul. (Washington U., St. Louis, Mo.) The treatment of humorous responses in the Rosenzweig Picture-Frustration Study: a note on the revised (1950) instructions. *J. Psychol.*, 1950, 30, 139-143.—Previously both adults and children were instructed to avoid being humorous in responses to the Rosenzweig Picture-Frustration Study. The author now points out that such instructions are both unnecessary and contradictory to the purpose of a projective test. Such responses can be scored by standard means, and it has been found that the gross number of humorous responses

is not increased when the caution is omitted.—R. W. Husband.

1110. Ross, W. Donald. (U. Cincinnati, O.) Relationships between Rorschach interpretations and clinical diagnoses. *J. proj. Tech.*, 1950, 14, 5-14.—The Rorschach is a technique for recording behavior which gives some indication of the personality structure of the individual, whereas psychiatric diagnosis is based on symptomatic and empirical considerations which bear only an indirect relationship to personality structure. Many Rorschach workers tend to give psychiatric diagnostic material in their interpretations. Diagnostic hints are possible, but the most valuable contribution of the Rorschach is a description of the personality in action. 41-item bibliography.—B. J. Flabb.

1111. Seashore, Harold G. (Psychological Corp., New York.) Differences between verbal and performance IQ's on the Wechsler Intelligence Scale for Children. *Amer. Psychologist*, 1950, 5, 319.—Abstract.

1112. Sharp, L. Harold, & Houston, Thomas J. (Personnel Research Section, AGO, Army, Washington, D. C.) Relationship between check-list and machine recordings of the Interaction Chronograph Interview. *Amer. Psychologist*, 1950, 5, 332.—Abstract.

1113. Tupes, Ernest C. (Lackland Air Force Base, San Antonio, Tex.) The detection and measurement of faking on personality inventories. *Amer. Psychologist*, 1950, 5, 315.—Abstract.

1114. Walton, Ralph E., Andrew, Gwen; Hartwell, Samuel W. (Michigan Department of Mental Health, Lansing), & Hutt, Max L. A tension index of adjustment based on picture stories elicited by the Michigan Picture Test. *Amer. Psychologist*, 1950, 5, 320.—Abstract.

1115. Wilson, Glen P. (U. Texas, Austin.) Techniques for obtaining a constant number of responses in Rorschach protocols. *Amer. Psychologist*, 1950, 5, 282.—Abstract.

(See also abstracts 665, 922, 924, 987, 1022, 1271, 1296)

TREATMENT METHODS

1116. Casner, Daniel. (VA, New York Regional Office.) Certain factors associated with success and failure in personal adjustment counseling. *Amer. Psychologist*, 1950, 5, 348.—Abstract.

1117. [Coffey, Hubert; Freedman, Mervin; Leary, Timothy; & Ossorio, Abel.] Results and implications of the group therapy program. *J. soc. Issues*, 1950, 6(1), 37-43.—Ratings by self, members and group leaders on the effectiveness of group therapy showed general agreement on benefits. Test results showed no specific directions of change, though some individual changes were corroborated by the tests. No individuals were seriously harmed by the experiences, yet a few sought individual therapy during or after termination of the group sessions. No clinical selection is yet possible to show

what types benefit most from this treatment.—*L. M. Hanks, Jr.*

1118. [Coffey, Hubert; Freedman, Mervin; Leary, Timothy; & Ossorio, Abel.] Social implications of the group therapy situation. *J. soc. Issues*, 1950, 6(1), 44-61.—On the basis of Cooley and Sullivan's theory of the relation of society to the individual, group therapy is seen to overcome, by dint of its permissive atmosphere, the barriers to communication between individuals which have arisen because of conflict between conception of self and of others. The content of the particular group discussions shows that young, idealistic American males are frequently immobilized, guilt ridden and passive because of conflict stemming from human frailties seen in others but denied in themselves.—*L. M. Hanks, Jr.*

1119. [Coffey, Hubert; Freedman, Mervin; Leary, Timothy; & Ossorio, Abel.] A technique of group therapy. *J. soc. Issues*, 1950, 6(1), 25-36.—When group therapists changed their focus from the content of group utterances to the implications of these utterances for interpersonal relations, 3 phases of the therapeutic process became evident: (1) conscious statements of the group in reply to the question of the therapist "who are you?" which tended to isolate the members; (2) symbolic interpretation of statements in reply to the question "why are you this way?" which lead to confiding and cementing the group; (3) mutually helpful interpretations of content in reply to the question "Where do you go from here?"—*L. M. Hanks, Jr.*

1120. Enneis, James M. (*St. Elizabeths Hospital, Washington, D. C.*) The hypnodramatic technique. *Group Psychother.*, 1950, 3, 11-54.—Hypnotherapists have probably been making use of hypnodrama in abreaction and other procedures in which the patient places himself in certain situations and the therapist consciously or unconsciously takes the role of an auxiliary ego. In most instances, however, the patient is limited to verbal expression. In hypnodrama he is free to act, and is given auxiliary egos to help portray his drama.—*V. Johnson.*

1121. Fantel, Ernest. (*Brentwood Hosp., Los Angeles, Calif.*) Report on psychodramatic therapy. *Group Psychother.*, 1950, 3, 55-58.—Psychodrama has been found useful with patients in removing delusions and hallucinations and in preparing them for adjustment outside the hospital; between patients and relatives, in which the latter attended as part of the audience; and psychodrama was incorporated in the advanced training program for hospital attendants. A research project combining the MAPS test with dramatization indicated that some patients appear better suited for work with the MAPS test projections, and others with psychodrama.—*V. Johnson.*

1122. Ferenczi, Sándor. Confusion of tongues between the adult and the child. *Int. J. Psychoanal.*, 1949, 30, 225-230.—The handling of intimate relations between patient and analyst throw further

light on sexuality and genitality, which the author develops.—*N. H. Pronko.*

1123. Fiedler, Fred E. (*U. Chicago, Ill.*) Factor analyses of psychoanalytic, nondirective, and Adlerian therapeutic relationships. *Amer. Psychologist*, 1950, 5, 324-325.—Abstract.

1124. Grau, Albert F. (*Georgetown U., Washington, D. C.*) Some moral considerations involved in the concept of nondirective counseling. *Amer. Psychologist*, 1950, 5, 349.—Abstract.

1125. Grotjahn, Martin. Laughter in psychoanalysis. *Samikšā*, 1949, 3, 76-82.—The role of laughter and joke telling by patients undergoing analysis is discussed.—*J. W. Bowles, Jr.*

1126. Hulse, Wilfred C. The social meaning of current methods in group psychotherapy. *Group Psychother.*, 1950, 3, 59-67.—Scientific group psychotherapy is based on elements not as yet completely understood: inter- and intra-group relations and their effect upon the individual. Good results are obtained even with severely withdrawn patients, and with children and adolescents, and in interview group therapy with adults. The interchange within the group must be emotionally charged if therapeutic results are to be expected. Success or failure depends largely on the selection of patients. Group psychotherapy with analytic orientation cannot have quick results and must be carried through systematically, but without rigidity.—*V. Johnson.*

1127. Jellinek, Augusta. Spontaneous imagery; a new psychotherapeutic approach. *Amer. J. Psychother.*, 1949, 3, 372-391.—Visual imagery is likened to dreams in terms of therapeutic analysis and interpretation. The subject verbalizes the imagery as it is experienced and the examiner or therapist interprets, or insight is induced. Some brief examples of the use of spontaneous imagery in therapy with individuals with vocal difficulties.—*C. B. Greene.*

1128. Kamm, Robert B. (*Drake U., Des Moines, Ia.*), & Wrenn, C. Gilbert. Client acceptance of self-information in counseling. *Educ. psychol. Measmt*, 1950, 10, 32-42.—The purposes of the study were: (1) to learn in what interview situations clients do, and in which they do not tend to accept data offered by the counselor; (2) to learn differences between counselees who do tend to accept and those who do not; (3) to learn what types of information tend to be accepted and what types tend to be rejected. In gathering data three educational-vocational planning interviews were held with each of 40 freshman clients. A pre and post interview questionnaire was filled out by counselees. Three judges categorized each case as acceptance or non-acceptance. In analyzing the interviews client responses were classified into 8 client content categories and 3 client feeling categories. Counselor responses were classified on the basis of 11 categories. Conclusions and implications growing out of the analysis of interviews are cited.—*J. E. Horrocks.*

1129. Landsman, Theodore (*U. Delaware, Newark*), Combs, Arthur W., & Peterson, Kenneth. The

experimental application of psychotherapy as a learning technique. *Amer. Psychologist*, 1950, 5, 323-324.—Abstract.

1130. Leslie, Robert C. (Boston U., Mass.) Pastoral group psychotherapy. *Group Psychother.*, 1950, 3, 68-73.—The Christian Church has utilized group activity from its beginning, and has placed major stress on interpersonal relations. Church groups can help to meet the needs of disordered and maladjusted lives by providing a laboratory in social living, in which ideas and attitudes can be verbalized and lived through. If any degree of therapy is to be achieved there must be a recognition of the significance of the group and the primacy of interpersonal relations, including a group giving acceptance, support and unconditional love, and characterized by a democratic, permissive, voluntary atmosphere.—V. Johnson.

1131. Mittelman, Bela. Simultaneous treatment of both parents and their child. *Samikša*, 1949, 3, 212-221.—Concurrent treatment of family members by the same therapist is regarded as not only feasible but often advantageous and sometimes indispensable for the best results. A summary of a case so treated is presented.—J. W. Bowles, Jr.

1132. Moldowsky, Stan. (St. Elizabeths Hosp., Washington, D. C.) Sociodrama session at the Mansfield Theater. *Group Psychother.*, 1950, 3, 102-105.—The personal account of participation in a psychodrama session on the problem of inter-religious marriage, with comments on the emotional reactions is presented. The protagonist is a clinical psychologist in internship, and finds among other results of the session his "own decision to continue in psychodrama and to be trained in directorial work . . . with a new understanding of the therapeutic possibilities of psychodrama."—V. Johnson.

1133. Moreno, J. L. (Psychodramatic Institute, Beacon, N. Y.) Hypnodrama and psychodrama. *Group Psychother.*, 1950, 3, 1-10.—Moreno divides psychiatry into three categories: Confessional, of which psychoanalysis is typical; Shakespearean, illustrated by psychodrama; and Machiavellian, as in shock therapy and lobotomy. Psychodrama synthesizes these three. Transference is present, but the relation is more realistic. In the first step of psychodrama the therapist withdraws from the scene; in the second the production itself vanishes; and in the third the patient becomes dynamically aware of the audience, and mutual sharing begins. In contradistinction to psychoanalysis which aims for total analysis as a means of insight, psychodramatic therapy aims at a total production of life helping the patient to gain control and mastery of self through practice, not through analysis.—V. Johnson.

1134. Nacht, Sacha. De la pratique à la théorie psychanalytique. (From theory to practice in psychoanalysis.) Paris: Presses Universitaires de France, 1950. 165 p. 360 fr.—In a review of the commonly accepted analytic theories and their application in treatment, the author includes the rôle of the ego in therapy, its development and

function; its rôle in character structure and in behavior and its clinical signs in aggression, masochistic and sadistic. A chapter on psychosomatic medicine summarizes the dynamics of a holistic approach intrinsic in Freudian concepts. Another presents observations on the analytic cure of an organic neurosis. The problem of transference and counter-transference is developed at length; it is of the greatest delicacy and its unskillful handling often substitutes one neurosis for another.—G. Rubin-Rabson.

1135. Seeman, William. (U. Minnesota, Minneapolis.) On a stimulus-response analysis of insight in psychotherapy. *Amer. Psychologist*, 1950, 5, 348-349.—Abstract.

1136. Stoute, Argyle. (4409 S. Drexel Blvd., Chicago 15, Ill.) Implementation of group interpersonal relationships through psychotherapy. *J. Psychol.*, 1950, 30, 145-156.—This is a preliminary investigation, with results admittedly highly tentative. 214 college subjects met in 4 different groups over a period of 3 months, the composition of the population being 72% Jewish, 12% Negro, and 16% Dominant Culture. The author noted three phases (of emotional insight assimilated at levels deeper than the intellectual): resistance in some subjects to enter into the group activity; gradually deeper emotional problems brought out as there was an increased unmasking; finally, greater freedom and friendliness, permitting the group leader to delve more deeply into each subject. As this happened, there was greater tendency to tolerate frustration, better balance between primitive drives and ego-restraint, wider understanding of reality, etc.—R. W. Husband.

1137. Van Pelt, S. J. Hypnotism and its importance in medicine. *Brit. J. med. Hypnotism*, 1949, 1(2), 19-34.—This lecture on the nature and role of hypnosis in medicine was delivered before the University College, London and the Harrow Division of the British Medical Association. The writer discussed induction methods, the role of the hypnotist, stages of hypnosis, and the special phenomena of hypnosis. Various therapeutic methods are discussed and are related to suitable cases in medical practice.—M. V. Kline.

1138. Van Pelt, S. J. Some questions patients ask. *Brit. J. med. Hypnotism*, 1950, 1(4), 39-45.—Patients seeking medical service from a physician utilizing hypnosis raise a variety of questions which assume considerable importance in regard to medical practice. The writer reviews many of these questions and how he has handled them in his own practice. Case illustrations from hypnotherapeutic practice in a medical setting are presented.—M. V. Kline.

1139. Watkins, John G. (Washington State Coll., Pullman.) Poison-pen therapy. *Amer. J. Psychother.*, 1949, 3, 410-418.—As soon as the dynamics of hostility begin to emerge in the therapeutic situation, the patient is encouraged to verbalize his feelings in letter form which has cathartic value.

The letter is then used as a basis for discussion designed to clarify the expressed and implied feelings thorough which insight is established.—C. B. Greene.

(See also abstracts 1031, 1051)

CHILD GUIDANCE

1140. Ambrose, G. The technique and value of hypnosis in child psychotherapy. *Brit. J. med. Hypnotism*, 1950, 1(3), 19-21.—The value of hypnosis in psychotherapy with children is discussed in relation to (1) its therapeutic application and (2) as a setting for "learning" hypnotic techniques by clinicians. The author cites evidence for the ease of inducing hypnosis in children and the psychological advantage of learning hypnotic technique in a setting with minimal resistance on the part of the subject. Two cases from the author's psychotherapeutic practice reflect the value of hypnotherapy with children. 10 references.—M. V. Kline.

1141. Bovet, L. La protection de la santé mentale chez les enfants. (The protection of the mental health of children.) *Gesundh. u. Wohlf.*, 1949, 29, 333-334.—The protection of the mental health of the child in Switzerland is polarized about 2 groups of institutions: the schools on the one hand; the child psychiatry consultations with or without pavilions of observation, on the other. 3 names are above all attached to this work: Edouard Claparède, Maurice Tramer, and André Repond. Under the impulsion more or less direct of these three teachers, realizations of child mental hygiene have successively come about in the majority of the cantons with adaptations being made to the traditions, confessions, tongues, and mentalities peculiar to each region.—F. C. Sumner.

1142. Bovet, L. La protection de la santé mentale des enfants en Suisse. (Child mental health care in Switzerland.) *Z. Kinderpsychiat.*, 1950, 17, 40-45.—The cantonal organization of Switzerland permits direct guidance contact with children but excludes large enterprises. The home and school and two large private organizations play a considerable part in mental health care. This must however be supplemented by guidance clinics and cooperation with pediatricians.—G. Rubin-Rabson.

1143. Deuchler, W. Die ärztlich-psychologische Beratung des schulärztlichen Dienstes in Zürich. (The child guidance facilities of the Zurich school-health service.) *Z. Kinderpsychiat.*, 1950, 17, 56-61.—Three-fifths of all children recommended for examination were between 9 and 13 years. In the pre-school child, the prophylactic aspect is the most important. The customary parent-agency-physician cooperation is maintained. The ideal prophylaxis—the small class—remains a desirable goal. Child guidance is only in its early beginnings. French and English summaries.—G. Rubin-Rabson.

1144. Tramer, M. Prinzipielles zur Frage der Kinderpsychiatrie als eigene medizinische Disziplin. (Is child psychiatry an autonomous medical discipline?) *Z. Kinderpsychiat.*, 1950, 17, 34-39.—

Many of the tasks involved in child therapy and guidance require extensive knowledge and experience in adult psychopathology and psychiatry. These requirements, plus ability in their special application, support a positive answer to the question.—G. Rubin-Rabson.

(See also abstracts 969, 1168, 1171, 1178)

VOCATIONAL GUIDANCE

1145. Barnette, W. Leslie, Jr. (New York U.) Occupational aptitude patterns of clerical workers. *Amer. Psychologist*, 1950, 5, 351.—Abstract.

1146. Berg, Irwin A. (Northwestern U., Evanston, Ill.) Technological change and counseling problems. *Amer. Psychologist*, 1950, 5, 350-351.—Abstract.

1147. Dreese, Mitchell. (George Washington U., Washington, D. C.), & Kavruck, Samuel. The value of the US Civil Service Commission Form 57 in predicting the success of Veterans Administration vocational advisers. *Amer. Psychologist*, 1950, 5, 350.—Abstract.

1148. Koch, K. Berufsberatung. (Vocational counseling.) In Carrard, A. *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 131-166.—The ethical aspects of work and the practical problems in effective vocational counseling are outlined with particular reference to conditions in Switzerland. Samples of the legal and administrative organizations are described. While the psychotechnician investigates and evaluates personality assets and liabilities, the vocational counselor has the much broader duty of working out a career plan with the applicant and his parents.—C. T. Bever.

1149. Lindley, Clyde J. A technique for occupational exploration which aids in clinical evaluation of counseling. *Amer. Psychologist*, 1950, 5, 350.—Abstract.

1150. Norton, Joseph L. (Michigan State Coll., East Lansing), & Kuhlen, Raymond G. (Syracuse U., N. Y.) The development of vocational preferences as revealed in vocational histories obtained by interview. *Amer. Psychologist*, 1950, 5, 296.—Abstract.

1151. Richardson, Harold, & Borow, Henry. (U. Minnesota, Minneapolis.) An evaluation of the efficacy of group preparation for vocational counseling. *Amer. Psychologist*, 1950, 5, 349.—Abstract.

1152. Somerville, Addison W., & Sumner, F. C. (Howard U., Washington 1, D. C.) The persistence of vocational preference in successful individuals. *J. Psychol.*, 1950, 30, 77-80.—This study sought to ascertain through personal interview whether highly successful individuals had or had not been persistent in their vocational preference from childhood onward. 25 each from business, law, medicine, military, philosophy, and theology, living in Washington or Cleveland, and cited in a Who's Who, were chosen. Non-persistence was more characteristic

than persistence (89 to 61), with theology and medicine the only groups where more than half had chosen their eventual profession by their high school years.—R. W. Husband.

1153. Wallace, Wimburn L. (U. Massachusetts, Amherst.) The relationship of certain variables to discrepancy between expressed and inventoried vocational interest. *Amer. Psychologist*, 1950, 5, 354.—Abstract.

(See also abstracts 960, 1324)

BEHAVIOR DEVIATIONS

1154. Appel, Kenneth E. (U. Pennsylvania, Philadelphia.) Science, psychiatry, survival. In *AAAS, Centennial*, (see 25: 635), 150-159.—The science of the 19th century and before had a development toward a mechanistic, atomistic and disintegrating goal. Modern physics is moving in the direction of field organization. Individual and social behavior pathology may be related to splitting and disintegration resulting from man's efforts to adjust to a nonintegrated society. The survival of civilization must come from the way of cooperation and mutual aid rather than from the more primitive way of competition. The first is the way of integration and cooperation, the latter of atomistic disintegration.—C. M. Louttit.

1155. Barrett, Eric. (2881 Coldwater Canyon Dr., Beverly Hills, Calif.) Cybernetics as applied to a study of normal and abnormal adjustment mechanisms. *J. Psychol.*, 1950, 30, 11-31.—The author attempts to explain some of the basic facts of the relationship between living matter and the environment. First there is discussion of development of the nervous system, in terms particularly of interdependence between higher and lower centers. The examples of ataxia, flaccidity, alternating tremors, and spasms and compulsive movements are used to illustrate disturbances in teleostatic and teleodynamic controls. The major psychoses are introduced, using for example manic-depressive as a slow "personality tremor" and paranoia as a spastic condition of the adjustment process. 39 references.—R. W. Husband.

1156. [Bose, G.] The genesis and adjustment of the Oedipus wish. *Samikṣā*, 1949, 3, 222-240.—Bose develops his theory of the oedipus wish, indicating how the oedipus disturbance arises and the different manifestations that are traceable to it. Illustrative cases are included.—J. W. Bowles, Jr.

1157. Buell, H. Walther. Mental health and establishments staff. *Gesundheit u. Wohlf.*, 1949, 29, 352-354.—3 stages in the evolution of a psychiatric hospital's staff are distinguished: (1) isolated attempts on a small or even secret scale to introduce some notions concerning mental sickness to the staff; (2) the awakening of professional dignity and social emancipation with creation of external conditions for a more satisfactory and harmonious way of living and with acknowledgement of the requirement of mental hygiene, and notions of

psychiatry and psychology on the part of staff; (3) the actual teaching, theoretic and practical, of mental hygiene and the requirement of examinations of the staff. This article also appears in French under title, "Hygiène mentale et personnel d'établissements," pp. 355-356.—F. C. Sumner.

1158. Freud, Sigmund. Certain neurotic mechanisms in jealousy, paranoia and homosexuality. *Complex*, 1950, 1(Spring), 3-13.—These observations date from 1922, are taken from the *Collected Papers* and published for the first time in this country. Freud states that jealousy, like grief may often be regarded as "normal." Even this (1) normal jealousy has strong irrational elements in it. He further distinguishes (2) projected jealousy, which arises from actual unfaithfulness or impulses toward it which have succumbed to repression, and (3) delusional jealousy, which is often a defense against strong homosexual impulses. In contradistinction to persecutory paranoia, where the originally loved person becomes the hated persecutor, in homosexuality the rival of the early period becomes the first homosexual love object. The non-specific factors in homosexuality include mother-attachment, narcissism, castration anxiety, to which Freud now adds feelings of extremely intense jealousy derived from the mother complex.—H. H. Strupp.

1159. Friedmann, Alice. (VA Mental Hygiene Clinic, New York.) Early childhood memories of mental patients. *Amer. Psychologist*, 1950, 5, 368.—Abstract.

1160. Stanton, Joseph O. Fifty guests at Resthaven. *J. Rehabil.*, 1950, 16(4), 17-20.—Some of the highlights of a follow-up study of 50 patients discharged from Resthaven (a sanitarium for mentally ill women located in Los Angeles) are presented by the author, who is a rehabilitation officer.—L. Long.

MENTAL DEFICIENCY

1161. Engler, M. (St. Lawrence's Hosp., Caterham, England.) Mongolism (peristatic amentia). Baltimore: Williams & Wilkins, 1949. vi, 208 p. \$4.50.—Reasons are given for the adoption of the parenthesized term for this disease, and there is a short historical review of early observations. A chapter on distribution and frequency states the former to be world-wide and the latter to be 40-50% of all new-born feeble-minded and at least 10% for all ages. Nearly 100 pages are devoted to the chapter on pathology, which includes extensive illustrative and tabular material on anatomy and physiology. The short chapter on prognosis and training reflects this nearly hopeless area. The long final chapter on aetiology rejects explanations based on heredity, specific disease entities and endocrine dysfunction to conclude mongolism is the result of a pathological uterine mucosa which is often the result of chemical or mechanical attempts at abortion but may also result from toxic and infectious processes. 219-item bibliography.—C. E. Henry.

1162. Minnesota. University. Institute on Mental Deficiency. [Proceedings] November 22-24, 1948. Minneapolis: University of Minnesota, Center for Continuation Study, 1948. iii, 47 p. (Mimeo.)—The program, registrants, and the complete content of the two forums which constituted the Institute are given. The first forum, "What is mental deficiency?" consisted of the answers to this question by 5 persons, each representing the fields of education, social work, psychology, psychiatry, and law. In the second forum "What the community owes to the mentally deficient," 6 speakers represented the family, school, church, public health service, medicine, and social work.—R. Lassner.

1163. Stolurow, L. M., & Pascal, G. R. (U. Pittsburgh, Pa.) Double alternation behavior in mental defectives. *Amer. Psychologist*, 1950, 5, 273-274.—Abstract.

1164. Wolff, C. La main et les facteurs constitutionnels de la déficience mentale et morale. (The hand and constitutional factors of mental and moral deficiency.) *Enfance*, 1949, 2, 189-201.—512 mentally deficient subjects were compared with 100 normals as to the characteristics of their hands with a view to ascertaining whether any significant differences existed. Ankylosis of the 5th digit; simian insertion of the thumb; absence of a line of flexure upon the distal articulation of the 5th digit; abnormal digital formula; syndactylism; ankylosis of all the fingers; concave and primitive fingernails are found exclusively in the mentally deficient group and may be taken as a diagnostic sign of mental deficiency. A study of the hands of 115 difficult boys as compared with normally behaved boys shows a predominance of abnormal hands in the difficult group with regressive infantilism very prominent.—F. C. Sumner.

BEHAVIOR PROBLEMS

1165. Arndt, J. L. A pre-conception complex. *Amer. J. Psychother.*, 1949, 3, 428-430.—An abstract of a case analysis is presented wherein the patient is strongly attached to the father who had at one time wished to become a priest. The patient is impressed insofar as he feels he never should have been born in deference to the father's expressed wish. "The marriage of his [the patient's] parents ended his non-existence," and a pre-conception complex is posed.—C. B. Greene.

1166. Becker, R. Frederick. (Jefferson Med. Coll., Philadelphia, Pa.) Behavioral changes produced by asphyxia at birth. *Amer. Psychologist*, 1950, 5, 254-255.—Abstract.

1167. Chatterji, N. N. Delusions of persecution. *Samikṣā*, 1949, 3, 195-204.—The theory is offered that the oral aggressive impulse and the sense of guilt associated with it are at the root of the delusion of poisoning. This view is elaborated with selections from case histories.—J. W. Bowles, Jr.

1168. Dubuisson, Paulette. Un inadapté scolaire: l'asthénique. (A maladjusted school child: the

asthenic.) *Enfance*, 1949, 2, 230-233.—A type of maladjusted school child called asthenic is described as having a distaste for physical effort, an incapacity for undertaking, persisting and achieving, a great difficulty in control, attention and prolonged adaptation, an incapacity for organizing his future, for choosing a trade or for seeing himself adult. On the contrary, such a child shows much spontaneity at tasks requiring no immediate adaptation and requiring a do-as-you-please or playful attitude. The author believes the trouble with such children lies deeper than alimentary deprivations of recent years and deeper than regressive flight from conflict. The basis of the asthenia is psychobiological and determines asthenic attitudes which are creative of conflicts with the world.—F. C. Sumner.

1169. Guthell, Emil. On the margin. *Amer. J. Psychother.*, 1949, 3, 430-433.—5 extremely short "paragraph style" cases are presented with statement of the problem and analysis of cause of behavior.—C. B. Greene.

1170. Horlick, Reuben S. (Walter Reed General Hosp., Washington, D. C.) The relationship of personality traits to factors of intelligence in personality disorders. *Amer. Psychologist*, 1950, 5, 325-326.—Abstract.

1171. Jouhy, E. À propos des enfants caractériels. (With respect to children with character problems.) *Enfance*, 1949, 2, 60-67.—The principal etiological factor in the alarming increase of delinquency and school and family maladjustment on the part of children and adolescents is seen in social conditions which can make for a positive or negative development of a child. The initial somato-psychic capital varies only between certain limits. If the number of maladjusted doubles in certain epochs, circumstances must be blamed. Aggressivity in the child is not a "thing-in-itself," an "element of psychic life," an "instinct" but rather a symptom of frustration by the social environment of the fundamental needs of the child.—F. C. Sumner.

1172. Kirkner, F. J., & West, P. M. (Birmingham V.A. Hosp., Van Nuys, Calif.) Hypnotic treatment of persistent hiccup: a case report. *Brit. J. med. Hypnotism*, 1950, 1(3), 22-24.—Through hypnosis, a severe case of hiccup of organic origin was controlled readily when carbon dioxide inhalation failed completely and a phrenic nerve block gave only temporary relief. Hypnotherapy encompassed 10 treatment periods during 5 consecutive months. The phases of treatment included (1) the control of hiccup, (2) the control of hiccup and the induction of hypnotic sleep, and (3) the induction of sleep. This treatment brought relief to the patient where previous non-surgical measures had failed.—M. V. Kline.

1173. Klackenberg, G. Thumbsucking: frequency and etiology. *Pediatrics*, 1949, 4, 418-424.—Out of 259 children between 4 and 6 years, 130 had never sucked fingers to such an extent that they could be characterized as thumbsuckers. At the age level of one year thumbsucking and other com-

parable sucking was occurring in the other 50% of the cases, with the incidence decreasing slowly during the ensuing years. The author concludes that "one of the primary determinant factors in the arisal of the habit, as far as can be judged, is the degree of satiation in infants of the sucking activity."—(Courtesy of *Child Developm. Abstr.*)

1174. Lazarus, Richard S., Shaffer, G. Wilson; Fonda, Charles P., & Heistad, Gordon T. (*Johns Hopkins U., Baltimore, Md.*) Clinical dynamics and auditory perception. *Amer. Psychologist*, 1950, 5, 305-306.—Abstract.

1175. Mehta, H. P. Expressions of sadism and masochism in children. *Samikṣā*, 1949, 3, 241-253.—In the cases discussed in this paper the interplay of sadism and masochism is apparent in the expressions of children. These expressions appertain to the different phases of psychosexual development—phallic, urethral, anal, oral, and introjective. Masochism is observed always to follow sadism but never the reverse. Illustrations are taken from a number of cases.—J. W. Bowles, Jr.

1176. Moloney, James Clark. The biospheric aspects of Japanese death by suicide. *Samikṣā*, 1949, 3, 104-124.—The biosphere refers to the individual and environment regarded as a single reality. Various aspects of the biosphere than are important in suicides are discussed.—J. W. Bowles, Jr.

1177. St. Zuruzoglu, P.-D. Der Kampf gegen den Alkoholismus in der Schweiz. (The war against alcoholism in Switzerland.) *Gesundh. u. Wohlf.*, 1949, 29, 335-340.—In the Swiss war against alcoholism 3 lines of attack have been taken: (1) education of the public to the danger of alcohol; (2) treatment of alcoholics; (3) prophylaxis against alcoholism. At first the fight was wholly in the hands of private initiative but more and more it is passing into the hands of the State. Attention is called to the need of seeking new and better means of propaganda and education against alcohol.—F. C. Sumner.

1178. Schachter, M. La motivation psychodynamique dans un cas de "paresse" scolaire. (The psychodynamic motivation in a case of scholastic "laziness.") *Z. Kinderpsychiat.*, 1949, 16, 83-85.—A 14 year old girl was referred for unwillingness to do her school work. Examination revealed a negative developmental history and good physical health, but advanced somatic and sexual development; also somewhat limited mental capacities. After prolonged reluctance to indicate a reason for her "laziness," the girl revealed that her engagement to a young man who had been discouraging her from continuing book studies and from aiming at graduation from elementary school.—R. Lassner.

1179. Singer, Erwin. (*New York U.*) Personality structure of chronic alcoholics. *Amer. Psychologist*, 1950, 5, 323.—Abstract.

1180. Tramer, M. (*Gottfelf-Haus, Biberist-Solothurn, Switzerland.*) Zur Frage des Selbstmordversuches und Lebensüberdrusses im Kindesalter (*Kasuistisches*). (Concerning attempted suicide and weariness of life in childhood (Case studies).) *Z. Kinderpsychiat.*, 1949, 16, 109-121.—Three cases, (boys, ages 11 to 13), are described in detail, including anamnestic data, one of them with follow-up information, 1½ years after psychotherapy was terminated. Only one of them had attempted suicide. To the author, the three cases represent three conceptions: (1) Readiness to commit suicide (2) readiness to contemplate suicide, almost reaching readiness to commit it, and (3) readiness to contemplate suicide without readiness to commit it. The interpretations of the psychodynamics in the three cases are discussed. French and English summaries.—R. Lassner.

1181. Wiedeman, George H. The importance of religious sectarianism in psychiatric case study. *Amer. J. Psychother.*, 1949, 3, 392-398.—Religious sects not only attempt to ban earthly pleasures but impose restrictions beyond those ordinarily entertained within a society or culture. The sectarianism, per se, does not induce emotional difficulties, but the second generation, being faced with additional stress, especially in adolescence, may develop psychiatric disorders. 5 brief case studies are presented.—C. B. Greene.

SPEECH DISORDERS

1182. Wilder, Joseph. Extra-cortical speech disturbances. *Amer. J. Psychother.*, 1949, 3, 456-462.—Abstract and discussion.

CRIME & DELINQUENCY

1183. Bernard, William. Jailbait; the story of juvenile delinquency. New York: Greenberg, 1949. 216 p. \$2.50.—This is a book summarizing various aspects of juvenile delinquency written for the layman. Separate chapters are devoted to several types of delinquency. Greater and more appropriate use of social workers and clinical psychologists is urged for institutions for juvenile delinquents. The author believes that the categories of causation may be limited to four lacks, viz., love, example, responsibilities, or natural equipment.—R. Lassner.

1184. Gerstenlauer, Charles. (*N. Y. State Training School for Boys, Warwick.*) Group therapy with institutionalized male juvenile delinquents. *Amer. Psychologist*, 1950, 5, 325.—Abstract.

1185. Lassner, Rudolph. (*Child Study Inst., Toledo, O.*) Psychodrama in prison. *Group Psychother.*, 1950, 3, 77-91.—With a maximum period of eight weeks available for contact with inmates in a diagnostic center for male felons referred because of deviant conduct to the psychologist, psychodrama was chosen for an adjustment technique. Groups varied in size from 4 to 10, and were voluntary in attendance. Participants were from 18 to 47 years of age; with IQ from 80 to 135; educational back-

ground from fifth grade to college; and were serving terms for offenses ranging from indecent exposure to murder. Sessions were held 2 to 4 times a week. Followup inquiry indicated a high degree of positive evaluation of the psychodrama technique on the part of the group members.—V. Johnson.

1186. Strasser, Charlotte. The fight against crime. *Gesundh. u. Wohlf.*, 1949, 29, 347-349.—The fight against crime starts with mental hygiene and child psychiatry. Criminality is nascent in "difficult children" who should be examined for the causes of their misbehavior. Teachers should acquire a psychohygienic schooling so as to be able to detect these causal factors in difficult children and to correct them or to refer for correction. At puberty attention should be given to the sex problems of children. The prevention of later criminality of these difficult children is a psychohygienic problem. This article also appears in German under title, "Der Kampf gegen die Kriminalität," pp. 341-347.—F. C. Sumner.

1187. Wattenberg, W. W. (Wayne U., Detroit, Mich.) Church attendance and juvenile misconduct. *Sociol. Soc. Res.*, 1950, 34, 195-202.—All boys ($N = 2,137$) picked up by the Crime Prevention Bureau and the Boys' Juvenile Bureau of the Detroit Police Department were interviewed in order to obtain information concerning their environment, home conditions, and their own characteristics. A follow up, one year later, of 672 repeaters from the original 2,137 was made. Analysis of data included church attendance of the whole group, church attendance of repeaters and nonrepeaters, relationship between church attendance and home conditions, and relationship between regularity of church attendance and type of offense. It was concluded that "church attendance is a part of a way of living which generally reduces tendencies toward juvenile misconduct."—J. E. Horrocks.

PSYCHOSES

1188. Botwinick, Jack, & Birren, James E. The measurement of intellectual deterioration in senile psychosis and psychosis with cerebral arteriosclerosis. *Amer. Psychologist*, 1950, 5, 364-365.—Abstract.

1189. Federn, Paul. Mental hygiene of the psychotic ego. *Amer. J. Psychother.*, 1949, 3, 356-371.—An attempt is made to deal with a specific mental hygiene of the ego within the general mental hygiene realm. The special mental hygiene of the ego is met through description and isolation of ego functions, ego development, and diseases and disturbances of the ego. Describes therapy and mental hygiene in terms of cathexis and ego boundaries—strengthen the healthy parts of the ego by exercise and spare the diseased parts. Ego hygiene consists of protection against an excess of anxiety, alleviation of anxiety states and removal of the consequences of anxiety.—C. B. Greene.

1190. Lutz, Jakob. Entwicklungsschwierigkeiten im Kindesalter und Geisteskrankheiten bei Erwach-

senen. (Developmental difficulties in childhood and mental ailments in adults.) *Gesundh. u. Wohlf.*, 1949, 29, 563-573.—All the mental maladies of the adult are far from manifesting themselves already in infantile prodromes; the psychic and behavior anomalies which one encounters in childhood are far from translating themselves in every case into mental maladies of the adult age. Oligophrenia is about the only mental abnormality which has a manifestation in childhood. As to schizophrenia, the prepsychotic states are often difficult to distinguish from simple disturbances of character and behavior. Adult schizophrenics are often strange children but all children with strange behavior are far from becoming schizophrenics. On the other hand, the psychoses which commence early have a varied symptomatology which often changes with age.—F. C. Sumner.

1191. Pugh, Roderick W. (Hines VA Hosp., Chicago, Ill.) A specific relapse phenomenon during the course of electric convulsive therapy. *Amer. Psychologist*, 1950, 5, 324.—Abstract.

1192. Sechehaye, M.-A. Journal d'une schizophrène. (Diary of a schizophrenic.) Paris: Presses Universitaires de France, 1950. vii, 138 p. 300 fr.—After successful psychoanalytic support, an adolescent female schizophrenic recounts the course of her illness from its earliest manifestations at the age of five years. Affective needs, compulsions and the struggle against invading unreality are presented in detail. The analyst, the effective mother-figure in the case, appends a psychological interpretation of the step-by-step regression to the uterine level, the reconstruction of the ego by means of satisfaction of primary drives and the ultimate return to mature reality contact.—G. Rubin-Rabson.

1193. Smith, Marion Reed. (Boston (Mass.) State Hosp.) The "silent" auxiliary-ego technique in rehabilitating deteriorated mental patients. *Group Psychother.*, 1950, 3, 92-100.—A continuing experiment in working therapeutically with 75 deteriorated women patients in a state mental hospital is described. A special "daintily decorated" room was opened for the project under the direction of the Occupational Therapy Department, and observations were made of the patients' reactions in this "Habit Training Room." The "silent" auxiliary-ego technique "uses gentle gesture in place of words, tries to motivate the patient to occupy herself constructively (by modeling activities) and surrounds her with an atmosphere of optimism." After four months the Habit Training Room was closed and the work attempted on the ward, with some success.—V. Johnson.

1194. Staehelin, J. E. Stammhirnpsychosen im Jugendalter. (Brain-stem psychoses in children.) *Z. Kinderpsychiat.*, 1950, 17, 45-51.—The psychophysical parallelism in brain-stem psychoses in children may be slight or missing. A fundamental component is either strong drive or stupor. The psychotic episode may be short, acute and recidivous, or of long duration and resembling schizophrenia.

In the absence of clear physical symptoms, diagnosis is difficult.—G. Rubin-Rabson.

1195. Zaidens, Sadie H. (Columbia U. Coll. Physicians & Surgeons, New York.) Dermatologic hypochondriasis; a form of schizophrenia. *Psychosom. Med.*, 1950, 12, 250-253.—Dermatologic hypochondriasis is said to be a recurrent anxiety state occurring in some latent schizophrenic patients. The eleven histories discussed reveal latent schizophrenia prior to dermatologic disturbance plus hereditary and constitutional factors.—J. W. Bowles, Jr.

(See also abstracts 970, 1200)

PSYCHONEUROSES

1196. Malmö, Robert B., Shagass, Charles, & Davis, John F. (McGill U., Montreal, Can.) A method for the investigation of basic somatic response mechanism in psychoneurosis. *Amer. Psychologist*, 1950, 5, 256.—Abstract.

1197. Reiter, P. J. (Municipal Hosp., Copenhagen.) Some cases of war neuroses treated by combined psychotherapy. *Brit. J. med. Hypnotism*, 1950, 1(4), 27-36.—Neurotic reactions on the part of civilians resulting from war incidents are discussed in relation to (1) etiology and, (2) their hypnotherapeutic resolution. The author cites three types of neuroses: (1) traumatic (anxiety), (2) anxiety neurosis with neurasthenic symptoms, and (3) psychogenic depression with body-plastic hysteroid features. Hypnosis is employed as part of the total psychotherapeutic approach. 5 cases of varying type are reported with considerable detail.—M. V. Kline.

1198. Winne, John F. Common and unique factor patterns in normals and neurotics. *Amer. Psychologist*, 1950, 5, 325.—Abstract.

1199. Zulliger, Hans. Personality dynamics as revealed in the Rorschach and Behn test of a 15-year-old girl. *J. proj. Tech.*, 1950, 14, 52-60.—This case study uses the Rorschach and the Behn-Rorschach Tests for diagnostic purposes. A psychoanalytic interpretation is given which diagnoses this case of a 15-year-old girl as "puberty neurosis." The reasons for the conclusions drawn are carefully described in terms of Rorschach scoring and content analysis.—B. J. Flabb.

(See also abstracts 737, 971)

PSYCHOSOMATICS

1200. Appel, Jesse, & Rosen, Samuel R. Psychotic factors in psychosomatic illness. *Psychosom. Med.*, 1950, 12, 236-243.—It is postulated that "There is a reciprocal relationship between the so-called physical manifestation of psychosomatic illness and the psychologic manifestations of psychiatric illness." Four cases are presented in support of this thesis. Certain cautions are suggested with reference to the treatment of psychosomatic illness since there is evidence that a psychotic

reaction may develop during the course of treatment of various conditions such as severe neurodermatitis.—J. W. Bowles, Jr.

1201. Blank, Harvey (U. Pennsylvania, Philadelphia), & Brody, Morris W. Recurrent herpes simplex; a psychiatric and laboratory study. *Psychosom. Med.*, 1950, 12, 254-260.—Ten patients who had extensive medical care for repeated attacks of herpes simplex for which there was no obvious cause were investigated by a dermatologist, psychiatrist and psychologist. Patients were characteristically passive and submissive oral receptive individuals.—J. W. Bowles, Jr.

1202. Fodor, Nandor. Motives of chronic constipation. *Samikša*, 1949, 3, 135-145.—Constipation neurosis is said to have strong sexual determinants in the woman since pressure of feces in the rectal, and of the penis in the genital orifice, is sufficiently similar to bear on the problem in the unconscious. Selections from a patient's dreams are presented in support of this view.—J. W. Bowles, Jr.

1203. Granet, Emil, & Hammerschlag, Ernst. Anal eroticism and certain anorectal syndromes. *Rev. Gastroenterology, N. Y.*, 1949, 16, 549-563.—Survivals of or regressions to infantile anal eroticism are seen in several proctologic syndromes: colopathies; proctalgia fugax; neurogenic pruritus ani; venereal disease of the anus and rectum; foreign bodies in the rectum. Illustrative cases are briefly presented.—F. C. Sumner.

1204. Kline, M. V. (1315 Carroll St., Brooklyn, N. Y.) Situational cardiovascular symptomatology and hypnosis. *Brit. J. med. Hypnotism*, 1950, 1(3), 33-36.—A case is presented illustrating how situational experiences can on the basis of their relationship to primary psychological functions (perceptual) give rise to physical symptomatology which becomes easily reinforced. Hypnosis is used to (1) investigate the etiology of the symptom, and (2) to eliminate it. 5 references.—M. V. Kline.

1205. Marchesi, C. The hypnotic treatment of bronchial asthma. *Brit. J. med. Hypnotism*, 1949, 1(2), 14-19.—A case of bronchial asthma of long duration was treated with hypnotherapy. The treatment approach emphasized the removal of conditioned response symptoms through gradual changes in physiological functions involved in circulatory and respiratory activity as well as increased feelings of well being through direct hypnotic suggestion.—M. V. Kline.

1206. Raines, George N. (Georgetown U. Sch. Med., Washington, D. C.) Psychiatric aspects of asthma. *Med. Ann. Dist. Columbia*, 1949, 18, 354-357; 382-383.—To the psychiatrist asthma is "a clear-cut psychoneurosis, characterized by the combination of a specifically determined somatic and psychic apparatus stimulated to pathologic response by an emotional disturbance arising in some interpersonal relation, manifesting itself clinically in psychiatric and somatic symptomatology, and yielding to properly applied therapy at any of the several levels of its development."—F. C. Sumner.

1207. Ripley, Herbert S. (*U. Washington Sch. Med., Seattle*), & Wolff, Harold G. Life situations, emotions, and glaucoma. *Psychosom. Med.*, 1950, 12, 215-224.—The appearance of eye symptoms in a group of 18 patients with glaucoma frequently coincided with stressful life situations and with anger, anxiety, and depression. A variety of problems rather than a specific threatening situation were associated with changing eye symptoms. Five case histories are summarized.—J. W. Bowles, Jr.

1208. Schwartz, Louis A. Psychosomatic aspects of cardiospasm with case presentation. *Samikša*, 1949, 3, 83-103.—A summary of the literature on cardiospasm (disorder of swallowing function) is presented and a case presented illustrating the precipitating psychological factors present in the life situation of the patient.—J. W. Bowles.

(See also abstract 984)

CLINICAL NEUROLOGY

1209. Alpers, Bernard J. (*Jefferson Med. Coll., Philadelphia, Pa.*) Clinical neurology. (2d ed.) Philadelphia: F. A. Davis Co., 1949. xvi, 846 p. \$9.50.—This book continues to aim at complete and inclusive disease description. The second edition retains traditional coverage of examination and diagnostic technique and regional and specific trauma and disease processes. Post-war progress is reflected particularly in peripheral nerve injuries, cranial trauma, syphilis, meningitis, poliomyelitis and epilepsy.—C. E. Henry.

1210. Battersby, William S. (*New York U., Coll. Medicine*.) Critical flicker frequency in patients with cerebral lesions. *Amer. Psychologist*, 1950, 5, 271-272.—Abstract.

1211. Lennox, William G. (*Harvard Med. Sch., Boston, Mass.*) Saving epileptic children. *Child*, 1950, 14, 187-190.—Epilepsy is a crippling condition of large proportions involving probably about 3 million persons 18 years or younger in the U. S. A. It is, however, a "hopeful disorder," with dramatic relief of symptoms often possible through use of modern methods of therapy. The author describes the Seizure Unit of the Children's Medical Center of Boston as an example of a fruitful approach to the problem through the group effort.—M. F. Fiedler.

1212. Lutz, J. (*Poliklinik für Kinder und Jugendliche, Zurich, Switzerland*.) Psychische Symptome und Rekonvaleszenz nach Contusio cerebri bei einem 6 Jahre alten Mädchen. (Psychical symptoms and convalescence after cerebral concussion in a six-year-old girl.) *Z. Kinderpsychiat.*, 1949, 16, 97-109.—This reports the behavior sequels of a skull fracture in a 6 year old girl.—R. Lassner.

1213. Lutz, J. (*Poliklinik für Kinder und Jugendliche, Zurich, Switzerland*.) Zur psychischen Symptomatologie eines Schädelbruches bei einem 1; 1 alten Kinde. (Concerning the psychical symptomatology of skull fracture in a 13-month-old-child.) *Z. Kinderpsychiat.*, 1949, 15, 173-185.—The post-traumatic amnesia of an infant who had fallen

from the window sill to a gravel yard 5 meters below is described. French and English summaries.—R. Lassner.

1214. Merlis, Jerome K., Henriksen, Georg F., & Grossman, Chaskiel. (*Cushing V. A. Hosp., Framingham, Mass.*) Metrazol activation of seizure discharges in epileptics with normal routine electroencephalograms. *EEG clin. Neurophysiol.*, 1950, 2, 17-22.—Because many normal and epileptic persons show slightly slow or fast activity in their EEG's, and because seizure discharges occur in characteristic fashion in only one of three (interseizure) epileptic EEG's, there is need for a discriminating technique to increase the proportion of positive records in people with clinical seizure histories. It was found that slow intravenous injection of 5% metrazol evoked seizure discharges in 47% of 57 epileptics with normal routine EEG's. Idiopathic cases showed only rhythmic repetitive bilaterally synchronous discharges while arrhythmic asynchronous patterns occurred only in cases with symptomatic epilepsy.—C. E. Henry.

1215. Probst, H. (*Poliklinik für Kinder und Jugendliche, Zurich, Switzerland*.) Über psychische Folgen des Schädelbruches im Kindesalter: Auszug aus einer Dissertation von der Universität Zürich, 1949. (Psychical sequelae of skull fracture during childhood; from a dissertation, University of Zurich.) *Z. Kinderpsychiat.*, 1949, 15, 186-192.—A follow-up study of 154 children with skull fracture at 1 to 15 years of age, 7 to 14 years after the accident, among the 95 youngsters who could still be reached. The symptoms observed after the accident were found to be strongly determined by environment and personal factors, unrelated to the accident; they were not permanent. They did not seriously damage school or vocational success nor joy of life; nor did they essentially handicap social, character and intellectual development, and hardly influenced puberty and enuresis. With the exception of more serious cases, the author concludes, skull fracture incurred during childhood implies a favorable prognosis. French and English summaries.—R. Lassner.

(See also abstracts 751, 759)

PHYSICALLY HANDICAPPED

1216. Bauman, Mary K. A comparative study of personality factors in blind, other handicapped, and non-handicapped individuals. *Amer. Psychologist*, 1950, 5, 340-341.—Abstract.

1217. Brieland, Donald M. (*U. Minnesota, Minneapolis*.) A comparative study of the speech of blind and sighted children. *Speech Monogr.*, 1950, 17, 98-103.—84 congenitally blind children ranging in age from 12 to 18 were matched with sighted children on the basis of age, sex, socio-economic status and rural or urban residence. Each S told a story with the speech performances being recorded holding volume, tone control and microphone distance constant. Performances were presented to

judges who rated the subjects on a 5 point scale for general effectiveness, vocal variety, pitch modulation, use of loudness, memory, etc. For speech performance the blind were judged superior to the sighted (2% level of confidence) in pitch modulation but inferior in bodily action (1% level) and degree of lip movement (2% level). Additional data are presented on sex differences, personality, and interrelationships among the variables.—*J. Matthews.*

1218. Brieland, Donald. (*U. Minnesota, Minneapolis.*) Personality problems of the blind and visually handicapped as revealed by a projective technique. *Amer. Psychologist*, 1950, 5, 340.—Abstract.

1219. Donahue, Wilma T. (*U. Michigan, Ann Arbor.*) History and use of the electronic reader for the blind. *Amer. Psychologist*, 1950, 5, 341.—Abstract.

1220. Felton, Jean Spencer. (*Oak Ridge National Laboratory, Knoxville, Tenn.*) Utilizing the handicapped in industry. *J. Rehabil.*, 1950, 16(4), 21-23.—The rehabilitation program carried out by the Division of Vocational Rehabilitation in cooperation with the National Health Division of the Oak Ridge National Laboratory is described.—*L. Long.*

1221. Greve, Bell. (*Cleveland (O.) Rehabilitation Center.*) The Cleveland Rehabilitation Center. *J. Rehabil.*, 1950, 16(4), 8-13.—The author describes the operation of, and the services rendered by, the Cleveland Rehabilitation Center.—*L. Long.*

1222. Hayes, Samuel P. (*Perkins Institution, Watertown, Mass.*) The use of tests in the educational and vocational guidance of the blind. *Amer. Psychologist*, 1950, 5, 339-340.—Abstract.

1223. Levi, Joseph. (*Bellevue Medical Center, New York.*) Rorschach patterns as a tool in predicting success or failure in the rehabilitation of the physically handicapped. *Amer. Psychologist*, 1950, 5, 320-321.—Abstract.

1224. McAndrew, Helton. (*VA Hospital, Richmond, Va.*) The use of projective techniques in the personality evaluation of the blind. *Amer. Psychologist*, 1950, 5, 340.—Abstract.

1225. Shapiro, Leon D. Symptoms of psychiatric disability. *J. Rehabil.*, 1950, 16(4), 14-16.—Some of the symptoms or clues that counselor working with the physically handicapped might look for are described. When they are observed the client should be referred for psychiatric help.—*L. Long.*

1226. Willerman, Emily G. (*U. Michigan, Ann Arbor.*) A comparison of two teaching methods for use of the electronic reader with the blind. *Amer. Psychologist*, 1950, 5, 341.—Abstract.

(See also abstracts 782, 1078, 1252, 1268)

EDUCATIONAL PSYCHOLOGY

1227. Alexander, Theron. (*Florida State U., Tallahassee.*) The prediction of teacher-pupil inter-

action with a projective test. *Amer. Psychologist*, 1950, 5, 292.—Abstract.

1228. Amores, Angela Blanca. Base científica de la pedagogía. (Scientific basis of pedagogy.) *Rev. Educ., La Plata*, 1949, 90(5), 81-87.—While the empiricist philosophy contributed greatly to the advancement of education as a science, the opposing philosophy cannot be neglected, as has been indicated in such contributions as those of Scheler and Gentile.—*H. D. Spoerl.*

1229. Bovet, L. Le rôle de l'école dans les troubles du caractère de l'enfant. (The role of the school in the character disorders of the child.) *Gesundh. u. Wohlf.*, 1949, 29, 285-292.—The role of the school in character disorders of the child can be of 3 kinds: (1) the school can create a character disorder through failure to see to the proper adaptation of the new pupil to the new social milieu; through abnormal psychic fatiguing of pupil; through neglect of character-training; through the influence of neurotic or psychopathic personality of the teacher; through corporal punishment; (2) the school can aggravate an already existing character-disorder or give it a new possibility of manifestation; (3) the school can attenuate, neutralize or suppress a character disorder originating independently of it.—*F. C. Sumner.*

1230. Ferenczi, Sándor. Psycho-analysis and education. *Int. J. Psycho-Anal.*, 1949, 30, 220-224.—Education has not made progress since time immemorial. "The unconscious compels the parents to bring up their children in the wrong way, while wrong education, in its turn, piles up unconscious complexes in the children. Somehow, this vicious circle must be broken."—*N. H. Pronko.*

1231. Ferriere, Adolphe. Mental health and education. *Bull. World Fed. Ment. Hlth*, 1950, 2(2) 23-26.—Educationally, mental health is "the goal or the maintenance of a state at once of tension and equilibrium, in which bodily health has a part . . . a natural development encouraged by the adult by which the child grows from unconsciousness to consciousness, from dependence to independence, from lack of differentiation to ever-increasing differentiation of his organs and functions, from incoherence to a capacity to concentrate wherein interest and effort are closely linked, and in which his knowledge rises from observation to abstract thinking, and from verification to the knowledge of the laws and principles of nature and humanity."—*J. C. Franklin.*

1232. Jaspen, Nathan. (*Pennsylvania State Coll., State College.*) Effects on teaching a perceptual-motor skill of experimental film variables: verbalization, "how-it-works," participation, succinct treatment. *Amer. Psychologist*, 1950, 5, 335-336.—Abstract.

1233. Leboutet, L. Une expérience d'enseignement audio-visuel. (An experiment in audio-visual instruction.) *Enfance*, 1949, 2, 77-81.—At 3 levels of instruction: elementary, intermediate, higher, two groups of pupils equated for intelligence were

subjected to two different kinds of instruction: the control group to traditional instruction, the experimental group to audio-visual aids in the main such as films, television, etc. Both groups are taught by the same teacher. Both groups at each of the 3 levels were subjected to initial tests of knowledge, to a test midway the experiment, to a final test, and to a test of recall after 1 month from the end of the experiment. Detailed results are furnished in tabular form. The experimental groups were found significantly superior to the control groups in most test situations.—F. C. Sumner.

1234. Nassif, Ricardo. *El psicoanálisis en la educación del niño; valor y límites.* (Psychoanalysis in the education of the child; value and limitations.) *Rev. Educ., La Plata*, 1949, 90(5), 111-116.—Because psychoanalysis has concerned itself with educational matters, it deserves some attention from educators. Yet its individualistic concern and the idea of a single determinative drive call its value into question. The concept of sublimation is perhaps its most important contribution to education.—H. D. Spoerl.

1235. Parsons, Talcott. (Harvard U., Cambridge, Mass.) *The social environment of the educational process.* In *AAAS, Centennial*, (see 25: 635), 36-40.—The socio-cultural system in which the child and his educators are placed presents limitations to the education process similar to those imposed by biological limitations. Broadly conceived the problem in any society is concerned with the acquisition of behavior types needed for adequate performance of the principal roles within that system. The author points out the significance of the social system in determining and limiting the process of education.—C. M. Louttit.

1236. Ponce de León, Alberto. *La educación en la cultura actual.* (Education in the present culture.) *Rev. Educ., La Plata*, 1949, 90(5), 94-98.—The individualistic interpretation and the theory of cultural determination continue to represent two opposite approaches to pedagogy. Much is to be said for both sides, but a balance between the two is needed.—H. D. Spoerl.

1237. Seagers, Paul W. *Visual environment for schoolrooms.* *Bull. Sch. Educ. Ind. Univ.*, 1950, 26, No. 3, 64 p.—The seeing-learning process, regarded in its totality and with emphasis upon its psychological aspects, is discussed in relation to a balanced visual environment. A program of planned lighting is described which proposes practical measures for achieving such balance in the selection of both luminaires and color. The conference proceedings included in this bulletin are condensed.—R. C. Strassburger.

1238. Tyler, Ralph W. (U. Chicago, Ill.) *Educability and the schools.* In *AAAS, Centennial*, (see 25: 635), 41-47.—"Any tested concept of educability is dependent upon the kind of educational opportunities that are available." Thus we may evaluate schools in terms of their meeting their goals when those goals are defined in terms of existing conditions

or we may question the goals and the means to them. The author points out a number of situations in American schools which affect the education of children quite apart from the ability of the child or the apparent efficacy of the teaching or the system. Among items mentioned are the emphasis on verbal media of communication, the conflict between lower class children and middle class teachers, the limits in areas of experience with which schools commonly deal, limitations in practice or repetition, lack of attention to the organization of behavior in learning, and finally the failure to take account of emotional learning.—C. M. Louttit.

1239. Weisskopf, Edith A. (Purdue U., West Lafayette, Ind.) *Some comments concerning the role of education in the "creation of creation."* *Amer. Psychologist*, 1950, 5, 346-347.—Abstract.

SCHOOL LEARNING

1240. Beckham, Albert S. (Chicago Ill.) *Board of Education.* *A Rorschach study of high school failures.* *Amer. Psychologist*, 1950, 5, 346.—Abstract.

1241. Billingslea, Fred Y., & Bloom, Herbert. (Tulane U., New Orleans, La.) *The comparative effect of frustration and success on goal-directed behavior in the classroom.* *J. abnorm. soc. Psychol.*, 1950, 45, 510-515.—Within a classroom situation the hypothesis was tested that those students receiving failing grades on an examination will significantly decrease the quantity of their subsequent class note-taking relative to the quantity of subsequent note-taking of those receiving passing grades on the examination. Differences between the mean number of words recorded by the two groups were not significant. Frustrated subjects tended to take fewer notes following examination but returned to or increased their previous level after 48 hours.—H. P. David.

1242. Birch, L. B. *The improvement of reading ability.* *Brit. J. educ. Psychol.*, 1950, 20, 73-76.—A 1947 survey of the reading ability of children in the schools of Burton-upon-Trent which showed substantial retardation was followed by an intensive testing and remedial program. A similar inquiry 2 years later with a group of children averaging 11.5 years in age revealed a mean reading age of 10.1 years as compared with that of 8.9 years in the earlier group of children just entering the secondary modern school. The percentage of children testing in reading 2 years or more below their MA dropped from 40 in 1947 to 16 in 1949.—R. C. Strassburger.

1243. Borg, Walter R. (U. Texas, Austin.) *The interests of art students.* *Educ. psychol. Measmt.*, 1950, 10, 100-106.—An investigation of the relation between grade averages in college art courses and scores on the Kuder Preference Record for 427 students at the California College of Arts and Crafts at Oakland. An analysis was made of the performance of the sample as a whole as well as that of three sub-groups within the sample: fine arts

students, commercial art students, and art-teaching students. It was the purpose of the study to learn if the Kuder differentiated among different types of art students as well as the extent to which Kuder Preference performance related to success in art courses.—J. E. Horrocks.

1244. Castore, George F. (Colgate U., Hamilton, N. Y.) An evaluation of students' reactions to eight cases in a human relations course taught by the case-method. *Amer. Psychologist*, 1950, 5, 246.—Abstract.

1245. Cooper, Clara Chassell. (Lebanon Valley Coll., Annville, Pa.) Learning of Biblical facts in college correlated with pre-college learning and intelligence and general culture test scores. *Amer. Psychologist*, 1950, 5, 281-282.—Abstract.

1246. Gold, Andrew. An investigation into the effects of punishment and reward on spelling. *Brit. J. educ. Psychol.*, 1950, 20, 142-144.—Abstract of B.E. thesis.

1247. Granjon, Nadine. Contribution à l'étude de la dyslexie d'évolution. (Contribution to the study of developmental dyslexia.) *Enfance*, 1949, 2, 234-241.—Children having difficulty in learning to read—frequently connected with difficulty in learning to write—were studied at the Henri Rousselle Hospital since Oct. 1948 with a special battery of tests. Two cases are reported. It is concluded that dyslexia is not an isolated disorder in an ensemble of intact intellectual mechanisms. It is a more general disorder than tests, other than lexic and graphic ones, can place in evidence. Dyslexia can go hand in hand with dissimilar psychological perturbations.—F. C. Sumner.

1248. Jones, W. R. Attitude toward Welsh as a second language; a further investigation. *Brit. J. educ. Psychol.*, 1950, 20, 117-132.—A specially constructed scale for measuring attitude towards Welsh and a questionnaire to assess linguistic background were administered to 211 pupils of a secondary modern school in a suburb of Cardiff. For this group, which the language questionnaire revealed as mainly monoglot English-speaking, attitude toward Welsh was approximately constant from the age 11-6 to 14-5, but declined significantly during the next year. Girls showed a more favorable attitude than boys. Linguistic background of the home appeared to be a determining factor. There was no significant relationship between attitude and intelligence level. The correlation between attitude and attainment in Welsh was significant only in the third and fourth years.—R. C. Strassburger.

1249. Knepp, Thomas H. (Stroudsburg (Pa.) High School.) The reading choices of high school biology students. *Turtox News*, 1950, 28, 140-143.—The choices made by 513 high school biology students from 129 articles on science posted as reading assignments are analyzed. The preferences were for articles on medicine, mammals, birds, hygiene, and plants. Particular interest was shown for articles dealing with human biology.—C. M. Louttit.

1250. Lennon, Roger T. (World Book Company, Yonkers, N. Y.) The relation of age within grade to achievement in elementary school subjects. *Amer. Psychologist*, 1950, 5, 286.—Abstract.

1251. McPherson, Donald. An investigation into a system of moral instruction. *Brit. J. educ. Psychol.*, 1950, 20, 139-141.—Abstract of B.E. thesis.

1252. Morozova, N. G. O ponimanii teksta. (On reading comprehension.) *Izv. Akad. pedagog. Nauk RSFSR*, 1947, No. 7, 191-240.—There are two basic aspects to communication: its sense and meaning, where the former is taken as referring to factual content and direct conclusions based thereon; the latter to the attitudes and motives of the writer (also to those revealed or evoked in the reader). Experiments in reading comprehension, conducted on deaf-mute children, show 3 successive stages: (1) grasp of factual content, (2) deducibility of direct conclusions, (3) grasp of meaning. Deaf-mute children are especially handicapped in stage 3. Special training in the "pantomimic expressive side of speech" facilitates mastery of stage 3.—I. D. London.

1253. Neu, D. Morgan. (Pennsylvania State Coll., State Coll.) The effects of attention-gaining devices on film-mediated learning. *Amer. Psychologist*, 1950, 5, 341.—Abstract.

1254. Staton, Thomas F. (Air U., Maxwell AFB, Ala.) Preliminary evidence on permanency of reading rate increases following intensive training in a reading laboratory. *Amer. Psychologist*, 1950, 5, 341-342.—Abstract.

1255. Syrkina, V. E. Ponimanie vyrazitel'nosti rechi shkol'nikami. (The comprehension of the expressive aspect of speech by school children.) *Izv. Akad. pedagog. Nauk RSFSR*, 1947, No. 7, 79-120.—An intellectualistic approach to the problem of speech is inadequate, as comprehension always involves to some extent emotional components. In the early stages of literary development in school children the understanding of a prose selection and the direct emotional impression, gotten from it, are often independent of each other. During these stages comprehension of language is superficial and emotional impression vague. Later, when the child acquires a conscious emotional attitude towards speech, greater comprehension develops with the growing understanding of the emotional "subtext."—I. D. London.

1256. Triggs, Frances. (U. Maryland, College Park.) The relationship of measured reading skills to mental abilities as measured by paper-and-pencil tests. *Amer. Psychologist*, 1950, 5, 285-286.—Abstract.

1257. Vernon, P. E. (U. London, Eng.) The estimation of difficulty of vocabulary. *Brit. J. educ. Psychol.*, 1950, 20, 77-82.—To improve accuracy in estimating the difficulty of vocabulary the construction of a specimen scale comprising words of known difficulty level was undertaken. Definitions

of 100 words were obtained from male Navy recruits of average intelligence. On the basis of percentage frequencies of correct responses the words were grouped into 4 grades, the highest known by 10% of the adult population, and the lowest familiar to at least 75%. Sample words were selected from each grade to constitute a quality scale. Student teachers rated the difficulty of some of the original 100 words with and without the scale. The results revealed a significant increase in accuracy of the total ratings with the quality scale, although grading of the relative order of difficulty of the words was unaffected.—*R. C. Strassburger.*

1258. Westover, Frederick L. (*U. Alabama, Tuscaloosa*), & Miller, Murray Lincoln. Improvement of reading ability resulting from 40 clock hours of training with individualized methods. *Amer. Psychologist*, 1950, 5, 337.—Abstract.

(See also abstracts 890, 967, 1059)

INTERESTS, ATTITUDES & HABITS

1259. Houlst, T. F., & Bolin, R. S. (*Indiana Central Coll., Indianapolis*.) Some factors involved in high school friendship choices. *Sociol. Soc. Res.*, 1950, 34, 273-279.—The friendship preferences of 411 Alhambra, California high school freshmen were studied in order to learn the significance of the following three factors in their choices of friends: (1) possession or non-possession of a telephone, (2) choosing friends within and without the group studied, (3) sex cleavage. Standard sociometric techniques were used in the gathering of data.—*J. E. Horrocks.*

1260. McGhee, Margaret. Schoolgirls' attitudes to films, youth clubs, homework, discipline and sport. *Brit. J. educ. Psychol.*, 1950, 20, 144-145.—Abstract of B.E. thesis.

1261. McNally, Joseph. Summaries of researches reported in degree theses; a study in classroom cheating in arithmetic and spelling. *Brit. J. educ. Psychol.*, 1950, 20, 137-139.—Abstract of B.E. thesis.

1262. Prothro, E. T. (*U. Tennessee, Knoxville*), & Jensen, J. A. Group differences in ethnic attitudes of Louisiana college students. *Sociol. Soc. Res.*, 1950, 34, 252-258.—Questionnaires were administered to 652 selected students in six Louisiana colleges in order to find the relationship between attitudes toward the Jew and the Negro and several variables including ethno-religious affiliation, attitude toward the church, rural-urban residence, socio-economic status, and sex. The questionnaire consisted of four parts: (1) a personal data sheet; (2) and (3) the Grice-Remmers Generalized Attitude Scales, Forms A and B-Form B specified Negroes, Form A specified Jews; (4) the Thurstone-Chave Scale for measurement of attitude toward the church. Considerable uniformity of attitude was found, the intergroup similarities being "at least as notable" as the intergroup differences.—*J. E. Horrocks.*

1263. Schrader, William B., & Frederiksen, Norman. (*Educational Testing Service, Princeton, N. J.*) Worries of veteran and nonveteran students as related to disparities between predicted and actual college grades. *Amer. Psychologist*, 1950, 5, 344-345.—Abstract.

1264. Travers, Robert M. W., & Niebuhr, Herman, Jr. (*City Coll., New York*.) Vocational choices of freshmen attending the city colleges. New York: Off. Res. and Eval., Div. Teacher Educ., College of City of New York, 1950. (Res. Publ. No. 6.) 4 p.—A questionnaire was administered to the entering freshmen of the several city colleges of the City of New York in order to estimate the number who could be considered as prospective students of education. The same group will be questioned two years hence to determine the attrition of those who as freshmen selected teaching as a vocation. Presented are the questionnaire and tables indicating the choices of teaching and the degree of certainty of these choices. Data are given for both men and women and the two sexes in toto. Appended are tables giving data with regard to each of the colleges involved in this study.—*J. Barron.*

1265. Travers, Robert M. W., & Niebuhr, Herman, Jr. (*City Coll., New York*.) Vocational choices of sophomores attending the city colleges. New York: Off. Res. and Eval., Div. Teacher Educ., College of the City of New York, 1950. (Res. Publ. No. 7.) 4 p.—A questionnaire was administered to the second-semester sophomores of the several municipal colleges of the City of New York in order to estimate the number who could be considered as prospective students of education. The same group will be questioned 2 years hence to determine the attrition of those who as sophomores select teaching as a vocation. The questionnaire is presented. In addition the results are presented and discussed utilizing tables throughout. The tables indicate vocational choices, degree of certainty of these choices, vocational changes of sophomores from the freshmen level, and sex differences.—*J. Barron.*

1266. Vail, James P. (*Fairfield U., Conn.*), & Staudt, Virginia M. Attitudes of college students toward marriage and related problems: I. Dating and mate selection. *J. Psychol.*, 1950, 30, 171-182.—This study reports attitudes toward dating and marriage on the part of 236 unmarried college men and women whose personality adjustments are average or better than average as measured on a student opinion survey and the Bell Adjustment Inventory. The majority preferred college dates, the women 90%, the men 53%, with 24% of the latter liking business dates. For marriage partner, both sexes listed moral character, similarity of interests, and intelligence, in that order. Both agreed that a one-year engagement period was best, second best being six months on the part of the women and two years by the men.—*R. W. Husband.*

SPECIAL EDUCATION

1267. Rogers, Maria. A successful experiment in adult education. *Hum. Organization*, 1950, 9(2), 11-20.—By providing discussion leaders for spontaneously formed groups of women, the People's Guild of Brooklyn, N. Y. discovered a means of making vital programs for communities. These groups of 10-15 members read and discussed books with the assistance of a leader who helped persons state their opinions in an atmosphere of free discussion. Members of such groups reported not only greater skill in dealing with the abstract but also broader range of common interests with family members as well as increased willingness to assume new civic responsibilities.—L. M. Hanks, Jr.

1268. Scotland. Advisory Council on Education. Pupils who are defective in hearing; a report of the advisory council on education in Scotland. Edinburgh: His Majesty's Stationery Office, 1950. 71 p. 35s. (Available from British Information Services, 30 Rockefeller Plaza, New York.)—This report sets forth in some detail the accomplishments and needs of the program for educating deaf children in Scotland. Special problems considered include tests of hearing, classification criteria, incidence and cause of deafness. Specific recommendations are made by the committee. For example, "the grading of deaf children should be determined by a team consisting of a medical officer, an educational psychologist and a teacher of the deaf."—H. R. Myklebust.

1269. Witty, Paul. (Northwestern U., Evanston, Ill.) The extent and nature of educational provisions for the gifted child. *Amer. Psychologist*, 1950, 5, 346.—Abstract.

EDUCATIONAL GUIDANCE

1270. Lézine, Irène. Psychologie et éducation dans la province de l'Ontario (Canada). (Psychology and education in the province of Ontario (Canada).) *Enfance*, 1949, 2, 271-276.—A brief survey is given of the public school provisions of the principal cities of the province of Ontario: Ottawa, Toronto, Hamilton, and London with respect to psychological testing, mental hygiene, differentiated curricula, special education for the handicapped, sex education, vocational guidance, and research activities.—F. C. Sumner.

1271. Shimberg, Benjamin. The development of a "Youth Inventory" for use in guidance and curriculum planning. *Amer. Psychologist*, 1950, 5, 354.—Abstract.

EDUCATIONAL MEASUREMENT

1272. Anstey, E., Dowse, R. F., & Duguid, M. Differences in intelligence and cultural-educational level between different educational groups. *Brit. J. educ. Psychol.*, 1950, 20, 99-103.—Incidental to obtaining norms for a new general classification test, data were collected which made possible a study of test differences in relation to educational accom-

plishment. For a population of 500 army recruits, the distributions of scores on each of the 4 parts of the test among the 5 educational groups were compared. Level of test scores rose from the lowest to the highest educational groups, with considerable overlap on Part I (pictorial intelligence test), and little overlap on Part IV (general information test). The test results indicate little likelihood of a child with normal primary school education reaching a tolerable educational-cultural level.—R. C. Strassburger.

1273. Beck, Roland L. (Grand Canyon Coll., Prescott, Ariz.) Validity of a learning ability test. *Proc. Okla. Acad. Sci.*, 1948, 28, 124-129.—The 50 multiple-choice items of the Learning Ability Test were drawn from 23 areas of knowledge. The r_{ss} is .696 and when corrected by the S-B formula, it comes up to $.82 \pm .029$. It would be necessary to lengthen the test to 100 items to get an r_{ss} of .90. A shorter test (19 minutes) is desired, however, and the higher reliability is sacrificed. Percentile norms are computed for grades 7 to 12, 11 and 12, for college freshmen, and for all students combined.—M. O. Wilson.

1274. Clark, Edward L. (Northwestern U., Evanston, Ill.) Reliability of college grades. *Amer. Psychologist*, 1950, 5, 344.—Abstract.

1275. Doppelt, Jerome E. (Psychological Corp., New York.) The difficulty and validity of analogies items in relation to major field of study. *Amer. Psychologist*, 1950, 5, 285.—Abstract.

1276. Embree, Royal B., Jr. (U. Texas, Austin.) A longitudinal study of performance on the Henmon-Nelson Test of Mental Ability, the Differential Aptitude Tests, and the American Council on Education Psychological Examination for College Freshmen. *Amer. Psychologist*, 1950, 5, 352.—Abstract.

1277. Frederiksen, Norman, & Schrader, W. B. (Educational Testing Service, Princeton, N. J.) Vocational plans of veteran and nonveteran students as related to disparities between predicted and actual college grades. *Amer. Psychologist*, 1950, 5, 345.—Abstract.

1278. Halliday, Robert W., & Fletcher, Frank M., Jr. (Ohio State U., Columbus.) The relationship of Owens-Bennett Test scores to first-year achievement in an engineering college. *Amer. Psychologist*, 1950, 5, 353.—Abstract.

1279. Johnson, A. Pemberton. (Educational Testing Service, Princeton, N. J.) College Board Mathematical Tests (a) and the Pre-Engineering Inventory (b) as predictors of scholastic success in colleges of engineering. *Amer. Psychologist*, 1950, 5, 353.—Abstract.

1280. Olsen, Marjorie A. (Educational Testing Service, Princeton, N. J.) Validity of the law school admission test for predicting first-year law school grades. *Amer. Psychologist*, 1950, 5, 283-284.—Abstract.

1281. Pilliner, A. E. G. (*Moray House, U. Edinburgh, Scotland.*) The position and size of the border-group in an examination. *Brit. J. educ. Psychol.*, 1950, 20, 133-136.—A statistical method for identifying the borderline group for re-examination following the original selection examination for entry into grammar schools is described. This technique involves the computation of the reliability and S. D. of the test battery by means of a pooling square, and from these statistics the S. E. of a single score is calculated. With further knowledge of the sum of the mean "quotients" on the selection tests and the percentage intake of the grammar schools it is possible to estimate (1) the position of the borderline to secure this admission; (2) the limits of the borderline and (3) the size of the borderline group expressed as a percentage of the whole year group.—R. C. Strassburger.

1282. Schultz, Douglas G. (*Educational Testing Service, Princeton, N. J.*) The validation of a newly developed attitude-interest questionnaire for the selection of college students. *Amer. Psychologist*, 1950, 5, 282-283.—Abstract.

1283. Smith, D. D., & Triggs, Frances O. (*U. Maryland, College Park.*) Educational successes and failures of students with high "Q" and low "L" on the American Council on Educational Psychological Examination. *Amer. Psychologist*, 1950, 5, 353-354.—Abstract.

1284. Torgerson, Warren S., & Green, Bert F., Jr. (*Educational Testing Service, Princeton, N. J.*) A factor analysis of English readers. *Amer. Psychologist*, 1950, 5, 370.—Abstract.

1285. Williams, Eirian M. (*Sheffield U., Eng.*) An investigation of the value of higher school certificate results in predicting performance in first-year university examinations. *Brit. J. educ. Psychol.*, 1950, 20, 83-97.—Correlation coefficients between examination grades in Higher School Certificate subjects and first-year university examination results are generally small, with 30 out of the 68 reported less than 3 times their P.E. Correspondence is closer between marks in science subjects than in arts subjects. Some negative *r*'s are found. The discussion attempts to identify the factors underlying the correlations both generally, and with reference to specific subjects.—R. C. Strassburger.

(See also abstracts 1040, 1094)

EDUCATION STAFF PERSONNEL

1286. Bovet, L. (*Office medico-pedagogique Vaudois, Lausanne, Switzerland.*) Le problème de l'agressivité dans le domaine de l'éducation. (The problem of aggressiveness in the realm of education.) *Z. Kinderpsychiat.*, 1949, 16, 69-74.—Feelings of inferiority, guilt, rivalry, abandonment, all of which engender anxiety, are liable to produce their antidote—aggressiveness. There are three situations in the educational realm where these mechanisms should be recognized: in the relation of the children to each other and to their teachers; in the teacher's

aggressiveness toward the child; and in the mutual relationship between educators and psychiatrists.—R. Lassner.

1287. Hagen, Elizabeth, & Nadler, Leonard. (*City Coll., New York.*) The analysis of failures on New York City license examinations of the 1948 and 1949 education graduates of the city colleges. New York: Off. Res. and Eval., Div. Teacher Educ., College of the City of New York, 1950. (Res. Publ. No. 5.) 20 p.—Questions answered by this study pertain to (1) the percentage of 1948 and 1949 graduates of city colleges that took examinations that were given in the area in which they had majored as undergraduates, (2) the degree of success in these examinations, (3) the percentage of 1948 and 1949 graduates that took examinations in areas in which they did not major as undergraduates, (4) the success in these examinations, and (5) the parts in which the candidates fail on each examination. Twelve tables are presented. An addendum is included to prevent erroneous inferences.—J. Barron.

1288. Hobson, Robert L. (*U. Tulsa, Okla.*) Some psychological dimensions of academic administrators. *Proc. Okla. Acad. Sci.*, 1948, 28, 131.—Abstract.

1289. Jones, John Hall. (*Howard Coll., Birmingham 6, Ala.*) Some effects of social experience upon social insight. *Amer. Psychologist*, 1950, 5, 309.—Abstract.

(See also abstracts 1264, 1265)

PERSONNEL PSYCHOLOGY

1290. Bayroff, A. G., & Machlin, Claire Tajen. (*Personnel Research Section, AGO, Army, Washington, D. C.*) Development of criteria of leadership in ROTC. *Amer. Psychologist*, 1950, 5, 338.—Abstract.

1291. Billon, F. Die berufliche Ausbildung. (Vocational training.) In Carrard, A. *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 172-194.—The Swiss Institutes for Psychotechnique have developed methods for accelerated training of apprentices by (1) concrete teaching which allows the trainee to make his own discoveries, (2) introduction of one new element at a time, (3) avoidance of overloading the trainee with new experiences, (4) prevention of improper habit formation by careful supervision and by repetitive exercise until the assimilated material becomes automatic, (5) provision of sufficient variety to stimulate attention, (6) consideration of the individuality of the apprentice. Industries have recognized the value of such systematic training, and examples of successes are cited. The retraining of adults poses special problems which are discussed.—C. T. Bever.

1292. Campbell, Joel T., & Rundquist, Edward A. (*Personnel Research Section, AGO, Army, Washington, D. C.*) Scale items for inclusion in forced-choice rating forms. *Amer. Psychologist*, 1950, 5, 280.—Abstract.

1293. Carrard, A. *Führung von Menschengruppen.* (Group leadership.) In Carrard, A., *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 239-245.—Successful leadership depends primarily on the personality of the leader, but helpful qualities can be further developed. In considerations for promotion, technical ability is often rated above character, to the detriment of the organization. Only the mature individual is immune to the temptations of power. The leader is most effective if he considers himself only as the catalyst of the group. A schema is presented for the sociological and psychological diagnosis of group conditions and relationships which is further illustrated with examples.—C. T. Bever.

1294. Carrard, A. *Kaderschulung.* (The training of leadership.) In Carrard, A., *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 194-213.—The value of systematic training of supervisors and executives is outlined. Proper selection is of primary importance. Latent leadership qualities must, however, be developed methodically into actual abilities by the transmission of psychologic knowledge and the solidification of such important character qualities as (1) knowledge of people (*Menschenkenntnis*), (2) objectivity, (3) self-assuredness, (4) initiative, (5) perseverance, (6) decisiveness, (7) feeling of responsibility.—C. T. Bever.

1295. Covner, Bernard J. (*City Coll., New York.*) *A study of industrial absenteeism.* *Amer. Psychologist*, 1950, 5, 336.—Abstract.

1296. Ebel, Robert L. (*State U. Iowa, Iowa City.*) *Estimation of the reliability of ratings.* *Amer. Psychologist*, 1950, 5, 371.—Abstract.

1297. Freeman, Paul M. (*Air Tactical Sch., Tyndall AFB, Fla.*) *Preliminary career guidance of newly commissioned Air Force officers.* *Amer. Psychologist*, 1950, 5, 281.—Abstract.

1298. Humes, John F. (*U. Illinois, Urbana.*) *Attitudinal variations within the framework of an extended industrial training program.* *Amer. Psychologist*, 1950, 5, 335.—Abstract.

1299. Karcher, E. Kenneth, Jr., & King, Samuel H. (*Personnel Research Section, AGO, Army, Washington, D. C.*) *Effect of number and order of ratings on reliability and validity.* *Amer. Psychologist*, 1950, 5, 333.—Abstract.

1300. King, Joseph E. (*Industrial Psychology, Inc., 105 W. Adams, Chicago 3, Ill.*) *The perception factor in industrial testing.* *Amer. Psychologist*, 1950, 5, 331.—Abstract.

1301. Miller, Robert B. (*Washington & Jefferson Coll., Washington, Pa.*), & Flanagan, John C. *The performance record: an objective merit-rating procedure for industry.* *Amer. Psychologist*, 1950, 5, 331-332.—Abstract.

1302. Nagay, John A. (*American Institute for Research, Pittsburgh, Pa.*) *The airline tryout of the standard flight-check for the Airline Transport*

Rating. *Amer. Psychologist*, 1950, 5, 357-358.—Abstract.

1303. Roff, Merrill. (*U. Minnesota, Minneapolis.*) *A study of combat leadership in the Air Force by means of a rating scale: group differences.* *J. Psychol.*, 1950, 30, 229-239.—After collection of a large number of incidents describing good and poor combat leaders and leadership, a 40-item rating scale was constructed. 5-point multiple-choice situations were presented to rate on such traits as impartiality, acceptance of responsibility, sharing of work and hardships, etc. A table shows statistical comparisons of ratings by superiors and by subordinates. Little difference appeared in ratings on aspects of flying or combat proficiency, but subordinates gave significantly lower ratings on items dealing with personal relationships. The single item showing greatest difference between good and poor officers was ease of maintaining discipline on the ground.—R. W. Husband.

1304. Russell, Eva, & Brogden, Hubert E. (*Personnel Research Section, AGO, Army, Washington, D. C.*) *An analysis of associates and superiors criterion ratings.* *Amer. Psychologist*, 1950, 5, 279.—Abstract.

1305. Silberer, P. *Psychotechnische Berufsforschung.* (Psychotechnical occupational investigation.) In Carrard, A., *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 87-131.—Investigations of the human requirements made by various jobs were undertaken in order to satisfy the practical demands on psychotechnics. Technical methods for these studies are discussed. Systematic knowledge of occupations, however helpful it would be in vocational guidance, is not yet available, but a typology is considered possible. A schema for recording the physical and psychologic requirements is shown with the example of simple, highly specialized jobs. A schematic representation of the more important work categories in one factory is also illustrated. The more complicated vocations of the engineer and of the psychotechnician are analyzed and discussed in considerable detail.—C. T. Bever.

(See also abstracts 953, 991)

SELECTION & PLACEMENT

1306. Carrard, A. *Personalauslese.* (Personnel selection.) In Carrard, A., *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 167-168.—The advantages of scientific psychotechnical procedures in the selection of executives, workers and apprentices are briefly discussed.—C. T. Bever.

1307. Dulsky, Stanley G. (*Chicago (Ill.) Psychological Institute.*) *Predicting promotion potential on the basis of psychological tests.* *Amer. Psychologist*, 1950, 5, 331.—Abstract.

1308. Fuchs, Edmund F., & Tiemann, Robert S. (*Personnel Research Section, AGO, Army, Washington, D. C.*) *Prediction of success in an automotive*

mechanic's course using the Army Classification Battery. *Amer. Psychologist*, 1950, 5, 330.—Abstract.

1309. Hausman, Howard J., Begley, Joseph T., & Parris, Howard L. (Bolling Air Force Base, Washington, D. C.) Oral examinations for proficiency testing. *Amer. Psychologist*, 1950, 5, 362-363.—Abstract.

1310. Holmes, Frank J. (Illinois Wesleyan U., Bloomington.) A study of abilities in a variety of clerical jobs. *Amer. Psychologist*, 1950, 5, 329-330.—Abstract.

1311. Humm, Doncaster G., & Humm, Kathryn A. (P.O. Box 1433 Del Valle Station, Los Angeles 15, Calif.) Humm-Wadsworth Temperament Scale appraisals compared with criteria of job success in the Los Angeles police department. *J. Psychol.*, 1950, 30, 63-75.—During the probationary period of Los Angeles police officers several standardized tests were administered to aid in determining assignments, among them the Humm-Wadsworth. Predictions of success, meaning attainment of staff membership, were made in terms of very good, good (three subdivisions), poor, and very poor. The correlation between H-W appraisals and success, for several groups during and after the war, averaged +.72. In the war emergency group appraisals agreed with dismissals in 91% of cases; in the group appointed under civil service in 80%; among staff members appraisals agreed with the fact of staff membership in 68% of instances.—R. W. Husband.

1312. Kriedt, Philip H. (Prudential Insurance Co., Newark, N. J.) A selection study for correspondence clerks. *Amer. Psychologist*, 1950, 5, 329.—Abstract.

1313. Lecznar, William B., & Dailey, John T. (Human Resources Research Center, Lackland AFB, Tex.) Keying biographical inventories in classification test batteries. *Amer. Psychologist*, 1950, 5, 279.—Abstract.

1314. Levine, Milton, & Gorham, William A. (Personnel Research Section, AGO, Army, Washington, D. C.) Validation of proficiency tests for infantrymen. *Amer. Psychologist*, 1950, 5, 360.—Abstract.

1315. Mandell, Milton M. (U. S. Civil Service Commission, Washington, D. C.) Hypotheses regarding selection methods for supervisory and executive selection. *Amer. Psychologist*, 1950, 5, 280-281.—Abstract.

1316. Maslow, A. P. (U. S. Civil Service Commission, Washington, D. C.) The validity of short paper and pencil tests for prediction of training success and of subsequent production records of card punch operators. *Amer. Psychologist*, 1950, 5, 356-357.—Abstract.

1317. Newkirk, George F., Brogden, Hubert E., & Loeffler, June C. The prediction of officer potential of ROTC cadets. *Amer. Psychologist*, 1950, 5, 360.—Abstract.

1318. Primoff, Ernest S. (U. S. Civil Service Commission, Washington, D. C.) Use of job analysis in developing a differential battery. *Amer. Psychologist*, 1950, 5, 356.—Abstract.

1319. Rundquist, Edward A., Winer, B. James, & Falk, Gloria H. (Personnel Research Section, AGO, Army, Washington, D. C.) Follow-up validation of forced-choice items of the Army Officer Efficiency Report. *Amer. Psychologist*, 1950, 5, 359.—Abstract.

1320. Rush, Carl H., Jr. (Wayne U., Detroit, Mich.) Methods for the appraisal of sales personnel: a factorial approach to the analysis of criterion and predictor variates. *Amer. Psychologist*, 1950, 5, 329.—Abstract.

1321. Schneider, Dorothy E., & Blackburn, James R. (Personnel Research Section, AGO, Army, Washington, D. C.) Validity of a graphic rating scale of officer efficiency. *Amer. Psychologist*, 1950, 5, 359-360.—Abstract.

1322. Scott, John F., Primoff, Ernest S., & Kavruck, Samuel. (U. S. Civil Service Commission, Washington, D. C.) Merit system selection of chauffeurs and truck drivers. *Amer. Psychologist*, 1950, 5, 357.—Abstract.

1323. Smigel, E. O. (Indiana U., Bloomington.) Behavioral patterns of veterans with reference to unemployment. *Sociol. Soc. Res.*, 1950, 34, 342-350.—100 unemployed white male veterans were interviewed in selected areas of New York City and their case studies were examined in order to find the reason for their unemployment in a time when jobs were relatively easy to secure. Indices were used to measure the following variables: (1) job seeking intensity, (2) socio-economic status, (3) occupational preference, (4) age, (5) "hanging out" proclivity. Intercorrelational analysis led to the delineation of four unemployed veteran types: (1) candy store pattern, (2) time pattern, (3) promise pattern, (4) young and ambitious pattern. It was concluded that joblessness was tied to the background, attitudes, and behavior of the 100 men included in the study. Marked differences were found among the 4 veteran types.—J. E. Horrocks.

1324. Spreng, H. Untersuchungsmethoden. (Methods of investigation.) In Carrard, A. *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 54-87.—Traditional methods of evaluating work suitability are contrasted with the more reliable opinions based on psychologic investigation. Psychotechnics utilizes group and individual test procedures which are described. The importance of an anamnesis is stressed, and particular emphasis is placed on the systematic observation of unconscious, expressive movements. The analysis must lead to a synthesis which makes vocational guidance possible. This must be checked by careful, prolonged follow-up studies.—C. T. Bever.

1325. Weislogel, Mary H. (American Institute for Research, Pittsburgh, Pa.) Research on the development of a criterion of effectiveness for

scientific personnel. *Amer. Psychologist*, 1950, 5, 289-290.—Abstract.

(See also abstracts 664, 1112)

LABOR-MANAGEMENT RELATIONS

1326. Carrard, A. Die Entlohnung als sozial-psychologisches Problem. (Wages as sociological and psychological problems.) In Carrard A., *Praktische Einführung in Probleme der Arbeitspsychologie*, (see 25: 1333), 246-251.—The needs of the worker are only partially and inadequately satisfied by his wage, however adequate it may be from a financial point of view. Various methods of wage determination are considered socially and psychologically. Wage scales should primarily help to develop the personality of the individual worker.—C. T. Bever.

1327. Garfield, Sidney, & Whyte, William F. The collective bargaining process: a human relations analysis. *Hum. Organisation*, 1950, 9(2), 5-10.—Collective bargaining in labor-management relations is a ceremonial activity where the emotional expectations of the participants must be considered as much as the actual points under discussion. Here the representative of the international union, being apart from the immediate conflict, can serve an important liaison function. Effective bargaining requires flexibility in order to avoid losing face or having to call a strike because of demands which are unachievable.—L. M. Hanks, Jr.

1328. Lindahl, Lawrence G. (The Todd Company, Inc., Rochester, N. Y.) A "tailor-made" supervisory improvement program. *Amer. Psychologist*, 1950, 5, 339.—Abstract.

1329. Schwebel, Milton. (New York U.) Job satisfaction as criterion and point of reference in interest measurement. *Amer. Psychologist*, 1950, 5, 352.—Abstract.

1330. Silberer, P. (Psychotechnical Institute, Basel, Switzerland.) *Arbeitsfreude*. (Joy in work.) *Gesundh. u. Wohlf.*, 1949, 29, 497-512.—Joy in work depends on: a relish for the work; professional training; rational adaptation; work rhythm; harmony between work and rest; feeling of comfort in connection with working conditions and work-organization; feeling of being considered as collaborator; satisfactory salary; harmonious organization of work; good relations with superiors and fellow-workers; a feeling of attachment to the enterprise; feeling of not being considered by superiors as simply a work factor, but rather of being considered as a human being and of being treated as such; the enterprise being indirectly interested in promoting the conditions of the worker's private life (lodging, leisure, etc.) without intervening directly.—F. C. Sumner.

1331. West, Elmer D. (American Institute for Research, Pittsburgh, Pa.) The significance of interpersonal relationships in job performance. *Amer. Psychologist*, 1950, 5, 351-352.—Abstract.

(See also abstract 1030)

INDUSTRIAL AND OTHER APPLICATIONS

1332. Stagner, Ross. (U. Illinois, Urbana.) Toward a psychology of industrial conflict: III. Aggression. *Amer. Psychologist*, 1950, 5, 338-339.—Abstract.

INDUSTRY

1333. Carrard, A. et al. *Praktische Einführung in Probleme der Arbeitspsychologie*. (Practical introduction to industrial psychology.) Zurich: Rascher, 1949. 303 p.—The theory and practice of applied psychology are presented with particular reference to the work in industrial psychology fostered by the Swiss Foundation for Psychotechnique. The articles illustrate the practical application of the theories and point up sociological implications between individual and community. The appendix outlines the more important modern characterologies, and samples of forms used in vocational guidance and in psychotechnical investigations and reports. Portrait and obituary of Alfred Carrard (1889-1948).—C. T. Bever.

1334. Christensen, Julien M. (Wright-Patterson AFB, Dayton, O.) Operational activity analysis as a tool for the psychologist-engineer design team. *Amer. Psychologist*, 1950, 5, 358.—Abstract.

1335. Demaree, Robert Glenn. (U. Illinois, Urbana.) Critical flicker frequency in relation to performance in reading the dials of airplane instruments. *Amer. Psychologist*, 1950, 5, 264.—Abstract.

1336. Grether, Walter F. (Aero Medical Laboratory, Wright-Patterson AFB, Dayton, O.) Number, duration, and pattern of eye fixations in check reading instrument groups. *Amer. Psychologist*, 1950, 5, 261.—Abstract.

1337. Hall, Norman Brierley, Jr. (Tufts Coll., Medford, Mass.) Changes in elemental motions of a repetitive factory operation as related to the hour of the day. *Amer. Psychologist*, 1950, 5, 334-335.—Abstract.

1338. Kappauf, William E. (Princeton U., N. J.), & Smith, William A. Design of instrument dials for maximum legibility. Part 3. Some data on the difficulty of quantitative reading in different parts of a dial. Dayton, O.: U. S. Air Force, Air Materiel Command, Wright-Patterson Air Force Base, 1950. (AF tech. Rep. No. 5914, Part 3.) 14 p.—Two experiments yield no evidence that "local scale reading errors are more likely in one dial region than another." However, "systematic errors" occur more often on the right half of dials with a range of low scale values, numbered by tens. Generally, such dials "should be so oriented that the scale region over which the most frequent and/or critical quantitative readings are made appears in the left dial half." 16-item bibliography.—R. Tyson.

1339. Mahler, Walter R., & Bennett, George K. (Psychological Corp., New York.) An experimental study of the transfer value of synthetic flight trainers

for advanced multi-engine flight training in the Naval Air Training Command. *Amer. Psychologist*, 1950, 5, 358.—Abstract.

1340. Mitchell, Charles C. (North Carolina State Coll., Raleigh.) The relationship between audiometric findings and certain personal factors of workers in a North Carolina textile mill. *Amer. Psychologist*, 1950, 5, 334.—Abstract.

1341. Moffie, Dannie J., & Olson, Howard C. (North Carolina State Coll., Raleigh.) The effect of corrective lenses fitted at working distance upon the productive efficiency of hosiery loopers. *Amer. Psychologist*, 1950, 5, 333-334.—Abstract.

1342. Odoroff, M. E., & Nasi, Kaarlo W. The effect of measurably different lighting conditions upon card punch production. *Amer. Psychologist*, 1950, 5, 334.—Abstract.

1343. Pinks, Robert R. (Bolling Air Force Base, Washington, D. C.) A preliminary investigation of psychological requirements for arctic duty. *Amer. Psychologist*, 1950, 5, 363.—Abstract.

1344. Smith, Patricia Cain. (Cornell U., Ithaca, N. Y.) The curve of output as an index of boredom: an investigation of the usefulness of several proposed behavioral indices of monotony in repetitive work. *Amer. Psychologist*, 1950, 5, 336.—Abstract.

1345. Spragg, S. D. S. (U. Rochester, N. Y.) Effects of brightness and color of illumination on Link trainer performance. *Amer. Psychologist*, 1950, 5, 359.—Abstract.

1346. Tufts College, Institute for Applied Experimental Psychology. Evaluation of gunnery training devices—Devices 3-E-7 & 3-A-40. Port Washington, L. I., N. Y.: U. S. Navy, Special Devices Center, 1950. 6 p. (Tech. Rep.—SDC 58-1-6.)—Two gunnery training devices, No. 3-E-7 (ranging, tracking, aiming-point assessor) and No. 3-A-40 (Mark 18 coordination trainer) are described. Brief summaries of results from experimental evaluational studies for both devices are presented with recommendations as to their usefulness for training.—L. B. Seronsy.

1347. Wagner, Ralph F. (American Institute for Research, Pittsburgh, Pa.) Job analysis in terms of testable elements. *Amer. Psychologist*, 1950, 5, 332.—Abstract.

(See also abstract 1237)

BUSINESS & COMMERCE

1348. Balinsky, Benjamin, & Blum, Milton L. (City Coll., New York.) Ice cream preferences. *Amer. Psychologist*, 1950, 5, 337.—Abstract.

1349. Beckley, Donald K. (Simmons Coll., Boston, Mass.) Problems in measuring the effectiveness of professional education. *Educ. psychol. Measmt.*, 1950, 10, 57-66.—The effectiveness of college training for women executives in retailing was studied by means of an achievement examination based upon 5 selected objectives "determined to be desirable" and comparison with performance of other groups. Comparisons were made among groups who had (1) no training and no work experience, (2) training and no work experience, (3) work experience and no training, (4) both work experience and training. Groups were further segregated on the basis of 2 years of college and 4 years of college. 8 groups were measured with N's ranging from 10 to 36. No one pattern of training and work experience was found to be equally desirable for all aspects of a retail executive's job.—J. E. Horrocks.

1350. Zipf, George K. (Harvard U., Cambridge, Mass.) Empiric regularities in the frequency-distribution of directorships in American corporations. *Amer. Psychologist*, 1950, 5, 245.—Abstract.

PROFESSIONS

1351. Stone, C. Harold. (U. Minnesota, Minneapolis.) The problem of predicting success in journalism. *Journalism Quart.*, 1950, 27, 297-309.—A critical review of the scant literature on prediction of success in newspaper work is presented. "Until evidence is obtained verifying the validity of faculty ratings, until the relationship between success in journalism courses and success on the job is demonstrated" judgment concerning the effectiveness of present tests in predicting success must be withheld. The author questions "why none of the research that has been done has had as an objective the development of patterns of aptitude, ability and interest based on standardized psychological tests administered to a sample of employed newspaper men."—V. Goertzel.

(See also abstract 1280)

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